DOCUMENT RESUME

ED 107 337 JC 750 377

TITLE North Carolina Community College System Biennial Report, 1972-1974.
INSTITUTION North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE 30 Jun 74
NOTE 126p.

EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE
DESCRIPTORS Administrative Organization; *Educational Finance; Educational Objectives; Educational Programs; *Enrollment Trends; *Junior Colleges; Racial Discrimination; Space Utilization; *Statewide Planning; *Technical Institutes
IDENTIFIERS *North Carolina

ABSTRACT

The North Carolina Community College System consists of 40 technical institutes and 17 community colleges. This report documents the growth of enrollments, programs, and budgets since 1963. Chapters I and II present the goals of the system and review its central administration. Chapter III discusses the various occupational, transfer, general education, developmental, continuing education, and special programs offered. In Chapter IV, financial, enrollment, and space utilization data are presented in tabular form. Chapter V provides the specific statewide plans which have been developed in the areas of educational program services, educational support services, institutional management services, and planning and policy development; it also reviews the long-range planning efforts and the Civil Rights Plan. Chapter VI includes institutional progress reports from each institution in the system. (DC)

ED107337

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

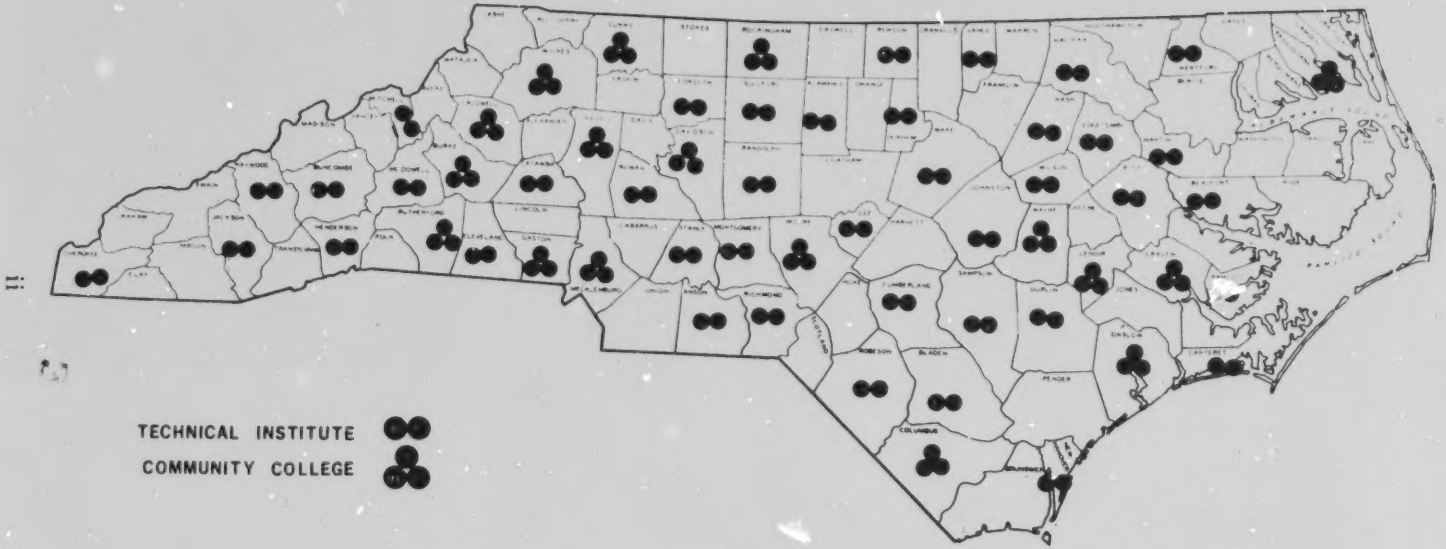
BIENNIAL REPORT 1972-1974

State Board of Education
Department of Community Colleges
Raleigh, North Carolina

June 30, 1974

JC 750 377

NORTH CAROLINA SYSTEM OF INSTITUTIONS



DEPARTMENT OF
COMMUNITY COLLEGES
NORTH CAROLINA STATE BOARD OF EDUCATION
RALEIGH 27602

BEN E. FOUNTAIN, JR.
STATE PRESIDENT

December 31, 1974

Members of the State Board of Education
Members of the General Assembly
Governor James E. Holshouser, Jr.
Citizens of North Carolina

Ladies and Gentlemen:

Forty technical institutes and seventeen community colleges constitute North Carolina's Community College System. In the short eleven years of the System's existence it has become a well-known fact that citizens of the state have successfully developed through these institutions a remarkably comprehensive program of education.

This Biennial Report documents the growth of enrollments, programs and budgets since 1963. It evidences the accomplishments of the citizens of the state under the leadership of the State Board of Education. The tables and charts depict a realization of the System's philosophy of total education for all adults who want to learn. Beyond the statistical data, the respective institutions enthusiastically report their efforts to add new buildings and programs to keep pace with growing enrollments and increasing demands for service through post-secondary education.

This Report gives a picture of a Community College System that is not just growing, but maturing. Such programs as radiology, early childhood education, and cosmetology, which might have been considered frivolous not so long ago, are now routinely meeting training needs of the people of the state. New endeavors, such as the Management Awareness Program and the Human Resources Development Program, signal an understanding that the total student needs not only training in skills, but also insights into human affairs. The recently established Visiting Artists Program adds a cultural arts element to a broad range of educational opportunities beginning with literacy and high school training and continuing through one year of vocational, two years of technical, two years of liberal arts, and hundreds of topics of study in short courses.

The variety of programs exemplifies how the System reflects the changing patterns of the North Carolina community. In an even greater sense, these programs result from a nationwide reexamination of values, relationships, and expectations through education. I trust each of you will find time to examine this Report, at least in some of its aspects, which indicates accomplishments which benefit so many North Carolina citizens.

Sincerely,

Ben E. Fountain, Jr.

Ben E. Fountain, Jr.

NAME AND LOCATION OF INSTITUTIONS

Anson Technical Institute, P. O. Box 68, Ansonville, N. C. 28007, H. B. Monroe, President

Asheville-Buncombe Technical Institute, 340 Victoria Road, Asheville, N. C. 28801, Thomas W. Simpson, President

Beaufort County Technical Institute, P. O. Box 1069, Washington, N. C. 27889, James P. Blanton, President

Bladen Technical Institute, P. O. Box 128, Dublin, N. C. 28337, George Ressegui, President

Blue Ridge Technical Institute, Flat Rock, N. C. 28731, William D. Killian, President

Caldwell Community College and Technical Institute, P. O. Box 600, Lenoir, N. C. 28645, H. E. Beam, President

Cape Fear Technical Institute, 411 North Front Street, Wilmington, N. C. 28401, M. J. McLeod, President

Carteret Technical Institute, P. O. Box 849, Morehead City, N. C. 28557, Donald Bryant, President

Catawba Valley Technical Institute, Hickory, N. C. 28601, Robert E. Paap, President

Central Carolina Technical Institute, 1105 Kelly Drive, Sanford, N. C. 27330, J. F. Hockaday, President

Central Piedmont Community College, P. O. Box 4009, Charlotte, N. C. 28204, Richard Hagemeyer, President

Cleveland County Technical Institute, 137 South Post Road, Shelby, N. C. 28150, James Petty, President

Coastal Carolina Community College, 222 Georgetown Road, Jacksonville, N. C. 28540, James L. Henderson, Jr., President

College of the Albemarle, Elizabeth City, N. C. 27909, S. Bruce Petteway, President

Craven Community College, P. O. Box 885, New Bern, N. C. 28560, Thurman Brock, President

Davidson County Community College, P. O. Box 1287, Lexington, N. C. 27292, Grady E. Love, President

Durham Technical Institute, P. O. Drawer 11307, Durham, N. C. 27703, Harold K. Collins, President

Edgecombe Technical Institute, P. O. Box 550, Tarboro, N. C. 27886, Charles B. McIntyre, President

Fayetteville Technical Institute, P. O. Box 5236, Fayetteville, N. C. 28303, Howard E. Boudreau, President

Forsyth Technical Institute, 2100 Silas Creek Parkway, Winston-Salem, N. C. 27103, Harley P. Affeldt, President

Gaston College, New Dallas Highway, Dallas, N. C. 28034, Woodrow B. Suggs, President

Guilford Technical Institute, P. O. Box 309, Jamestown, N. C. 27282, Luther R. Medlin, President

Halifax County Technical Institute, P. O. Drawer 809, Weldon, N. C. 27890, Phillip Taylor, President

Haywood Technical Institute, P. O. Box 457, Clyde, N. C. 28721, M. C. Nix, President

Isothermal Community College, P. O. Box 804, Spindale, N. C. 28160, Fred J. Eason, President

James Sprunt Institute, P. O. Box 398, Kenansville, N. C. 28349, Dixon S. Hall, President

Johnston Technical Institute, P. O. Box 29, Smithfield, N. C. 27577, John Tart, President

Lenoir Community College, P. O. Box 188, Kinston, N. C. 28501, Jesse L. McDaniel, President

Martin Technical Institute, P. O. Drawer 866, Williamston, N. C. 27892, E. M. Hunt, President

Mayland Technical Institute, P. O. Box 547, Spruce Pine, N. C. 28777, O. M. Blake, President

McDowell Technical Institute, P. O. Box 1049, Marion, N. C. 28752, J. A. Price, President

Mitchell Community College, West Broad Street, Statesville, N. C. 28677, Charles C. Poindexter, President

Montgomery Technical Institute, P. O. Drawer 579, Troy, N. C. 27371, Marvin Miles, President

Nash Technical Institute, P. O. Box 2347, Rocky Mount, N. C. 27801, Jack Ballard, President

Pamlico Technical Institute, P. O. Box 1215, Alliance, N. C. 28509, Paul Johnson, President

Piedmont Technical Institute, P. O. Box 1197, Roxboro, N. C. 27573, Edward W. Cox, President

Pitt Technical Institute, P. O. Drawer 7007, Greenville, N. C. 27834, William Fulford, Jr., President

Randolph Technical Institute, P. O. Box 1009, Asheboro, N. C. 27203, M. H. Branson, President

Richmond Technical Institute, P. O. Box 1189, Hamlet, N. C. 28345, Joseph H. Nanney, President

Roanoke-Chowan Technical Institute, Route 2, Box 46-A, Ahoskie, N. C. 27910, J. W. Young, President

Robeson Technical Institute, P. O. Drawer A, Lumberton, N. C. 28358, Craig Allen, President

Rockingham Community College, Wentworth, N. C. 27375, Gerald B. James, President

Rowan Technical Institute, P. O. Box 1555, Salisbury, N. C. 28144, C. Merrill Hamilton, President

Sampson Technical Institute, P. O. Drawer 318, Clinton, N. C. 28328, James E. Vann, President

Sandhills Community College, P. O. Box 1379, Southern Pines, N. C. 28387, Raymond A. Stone, President

Southeastern Community College, P. O. Box 151, Whiteville, N. C. 28472, W. Ronald McCarter, President

Southwestern Technical Institute, P. O. Box 95, Sylva, N. C. 28779, Edward E. Bryson, President

Stanly Technical Institute, 621 Wall Street, Albemarle, N. C. 28001, Charles H. Byrd, President

Surry Community College, P. O. Box 304, Dobson, N. C. 27017, Swanson Richards, President

Technical Institute of Alamance, 411 Camp Road, Burlington, N. C. 27215, William E. Taylor, President

Tri-County Technical Institute, P. O. Box 40, Murphy, N. C. 28906, Vincent W. Crisp, President

Vance-Granville Technical Institute, 406 Chestnut Street, Henderson, N. C. 27536, Donald R. Mohorn, President

Wake Technical Institute, Route 10, Box 200, Raleigh, N. C. 27603, Robert W. LeMay, Jr., President

Wayne Community College, P. O. Box 1878, Goldsboro, N. C. 27530, Clyde A. Erwin, Jr., President

Western Piedmont Community College, 1001 Burkemont Avenue, Morganton, N. C. 28655, Gordon Blank, President

Wilkes Community College, P. O. Drawer 120, Wilkesboro, N. C. 28697, Howard E. Thompson, President

Wilson County Technical Institute, P. O. Box 4305, Woodard Station, Wilson, N. C. 27893, Ernest Parry, President

CONTENTS

I. ROLE OF THE COMMUNITY COLLEGE SYSTEM .. 1

II. ADMINISTRATION OF THE SYSTEM 5
A. State Board of Education 5
B. Community College Advisory Council 5
C. Controller 6
D. Department of Community Colleges 7
1. State President 7
2. Department Services 8

III. PROGRAMS OFFERED 11
A. Degree and Diploma Programs 11
1. Occupational Programs 11
2. Transfer and General Programs 12
3. Developmental Programs 13
B. Continuing Education 14
C. Special Projects 16

IV. FINANCIAL, ENROLLMENT AND SPACE UTILIZATION DATA 21
A. Financial Data 21
1. Current Expenses by Institution, 1965-66 Through 1973-74 24
2. Local Current Expenses, 1965-66 Through 1973-74 26
3. Institutional Receipts, 1963-64 Through 1973-74 28
4. Capital Funds Expended Through June 30, 1974 29
5. Major Equipment Inventory Through June 30, 1974 31
6. Library Book Acquisition Through June 30, 1974 33
7. Estimate of State Expenditures for 1974-75 and Budget Requests for the Biennium 1975-77 34
8. Statistical Summary 35

B. Student Enrollment Data 36
1. Average Annual Enrollment by Type of Program 39
2.-7. Enrollment Growth 40-46
8. Geographic Origin of Students, 1973 Fall Curriculum Enrollment 47
9. Enrollment by Sex, Race and Type of Program 48
10.-11. Community College Transfers 49
Summary
12. Enrollment 51
13. Growth of the Community College System 52
14. Summary of System's Growth 53
C. Space Utilization 53
1. Capacity/Enrollment Ratio 54
2. Assignable Square Feet Per FTE Student 55

V. PLANNING 58
A. Biennial Plan of Work 58
B. Long-Range Planning 60
C. Civil Rights Plan 61

VI. INSTITUTIONAL REPORTS, 1972-74 63

I. Role of the Community College System

General Statute 115A-1 provides

> for the establishment, organization, and administration of a system of educational institutions throughout the State offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult programs.

The law further states that

> the major purpose of each and every institution operating under the provisions of this chapter, shall be and shall continue to be the offering of vocational and technical education and training, and of basic, high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools.

Thus, the State of North Carolina, through legislative action and through State Board of Education policy decisions, has assigned to the institutions in the North Carolina Community College System, whether named community college or technical institute, a specific role in the accomplishment of certain broad educational objectives found to be necessary for the common welfare of the people of the state. Along with the roles assigned to the public schools and to the four-year colleges and universities, the Community College System makes possible the realization of the concept of total educational opportunity.

The purpose of the North Carolina Community College System is to fill the gap in educational opportunity existing between high school and the senior college and university. In carrying out this role, the technical institutes and community colleges offer academic, cultural and occupational education, and training opportunities from basic education through the two-year college level, at a convenient time and place and at a nominal cost, to anyone of eligible age who can learn and whose needs can be met by these institutions.

Consistent with this purpose, the following goals have been established to guide long-range planning:

1. To open the door of each institution to all persons of eligible age, who show an interest in and who can profit

from the instruction offered, with no individual denied an educational opportunity because of race, sex, or creed.

2. To provide a variety of quality post-secondary educational opportunities below the baccalaureate level and consistent with the abilities, desires, and needs of the students to fit them with the skills, competencies, knowledge, and attitudes necessary in a democratic society.

3. To provide for industry, agriculture, business, government, and service occupations the pre-service and in-service manpower training that requires less than baccalaureate level preparation.

4. To provide specific training programs designed to assist in fostering and inducing orderly accelerated economic growth in the state.

5. To provide activities and learning opportunities which meet the adult educational and community service needs of the residents of the community served by an institution.

6. To direct the resources of the Community College System toward a search for solutions to urgent community problems.

7. To provide, in both curriculum and non-curriculum programs, the education needed to assist individuals in developing social and economic competence and in achieving self-fulfillment.

8. To improve the services of the institutions and the quality of the educational and training opportunities through constant evaluation and study.

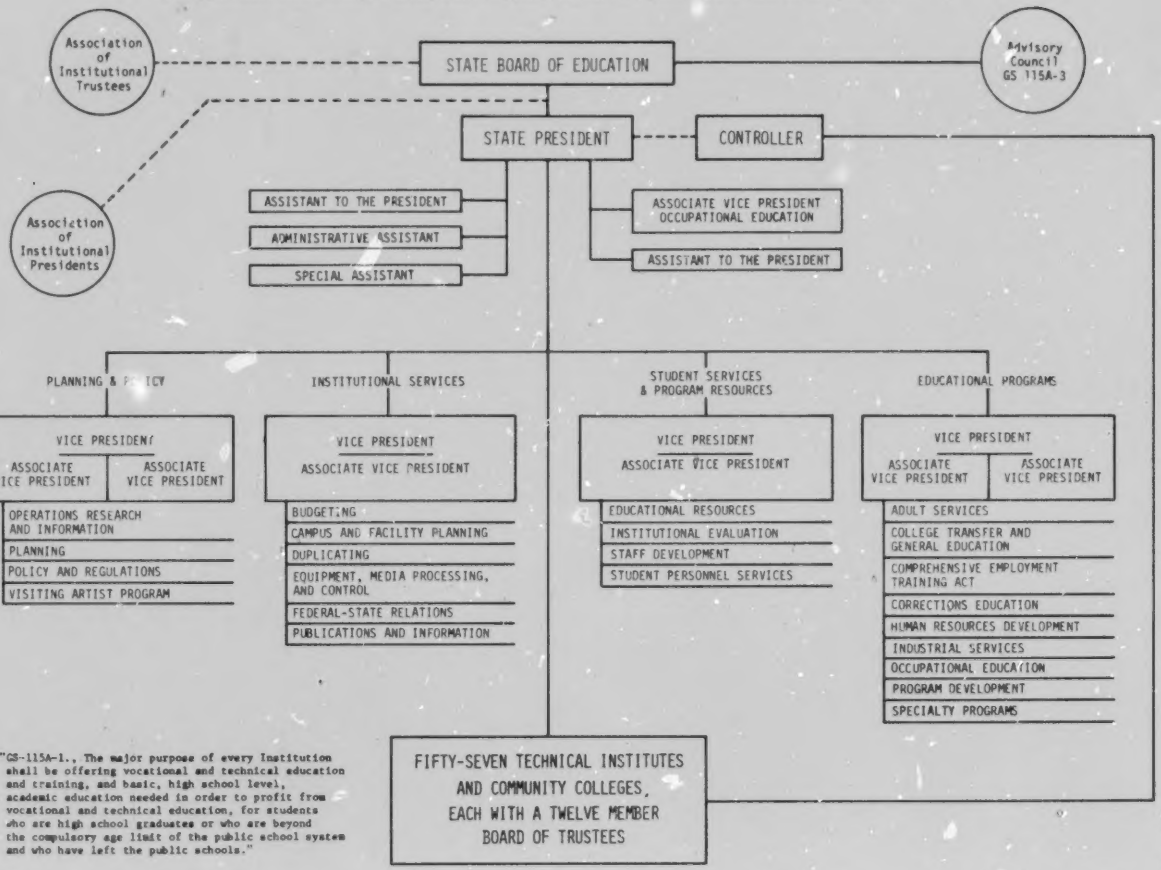
The accomplishment of these goals requires understanding of and commitment to the role assigned to the Community College System, including especially the significance of the open door admission policy with selective placement in programs, provisions made for student retention and follow-up, comprehensive and balanced curriculum and extension offerings, and instruction adapted to individual student needs. It also requires that each institution develop fully the unique educational needs of its own service area; that it adapt its educational programs to such needs; and that it maintain effective correlation with the public schools, with four-year colleges and universities, and with employers of manpower in the area.

Open door admission of both high school graduates and others who are eighteen years old or older but not high school graduates is an essential requirement for filling the educational opportunity gap. A comparison of follow-up data of North Carolina high school graduates for the period of 1958-1973 reveals that fifty-six percent of high school graduates continued training in 1973 as compared with forty-two percent in 1958. The door is also open to the school drop-out between sixteen and eighteen years old, providing that his needs can better be served in one of these institutions rather than in the public schools. The provision of educational opportunity for this range of student ability and need requires occupational and general education offerings, including college level, high school level, and elementary level studies.

The carrying out of this responsibility also assigns a unique role to the institutions in the System, which role is fundamentally different from the more selective one traditionally assigned to four-year colleges and universities. Thus a community college aspires to become nothing more than what it is—a two-year institution centering its goals around the educational needs of the community.

CHART OF ORGANIZATION OF NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

"Chapter 115A-3., General Statutes of North Carolina: The State Board of Education is authorized to establish and organize a department to provide state-level administration, under the direction of the Board, of a system of community colleges, technical institutes, and industrial education centers, separate from the free public school system of the State. ..."



"GS-115A-1., The major purpose of every institution shall be offering vocational and technical education and training, and basic, high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools."

II. Administration of the System

A. STATE BOARD OF EDUCATION

The State Board of Education provides state level administration to the Community College System. The Board receives its authority from General Statute 115A enacted by the 1963 General Assembly, which states:

> the State Board of Education is authorized to establish and organize a department to provide state level administration, under the direction of the Board, of a system of community colleges, technical institutes, and industrial education centers, separate from the free public school system of the State. The Board shall have authority to adopt and administer all policies, regulations, and standards which it may deem necessary for the establishment and operation of the department.

The membership of the State Board of Education for 1974 is as follows:

James B. Hunt, Jr., Lieutenant Governor
Edwin Gill, State Treasurer
Dallas Herring, Rose Hill, Chairman
John A. Pritchett, Windsor, Vice-Chairman
G. Douglas Aitken, Charlotte
Richard Cannon Erwin, Winston-Salem
R. Barton Hayes, Hudson
R. R. Manz, Roanoke Rapids
Earl H. Oxendine, Raeford
John M. Reynolds, Asheville
Prezell R. Robinson, Raleigh
Mrs. Mildred S. Strickland, Smithfield
Mrs. Evelyn S. Tyler, Greensboro

Chief administrative officers ar

A. Craig Phillips, State Superintendent of Public Instruction, Secretary
A. C. Davis, Controller
Ben E. Fountain, Jr., State President, Department of Community Colleges

B. COMMUNITY COLLEGE ADVISORY COUNCIL

Chapter 115A, General Statutes, provides that

> The State Board of Education shall appoint an Advisory Council consisting of at least seven members to advise the Board on matters relating to personnel, curricula, finance, articulation, and other

> matters concerning institutional programs and coordination with other educational institutions of the state. Two members of the Advisory Council shall be members of the North Carolina Board of Higher Education, or of its professional staff, and two members of the Advisory Council shall be members of the faculties or administrative staffs of institutions of higher education in this State.

In keeping with G.S. 115A, the State Board of Education appointed an Advisory Council consisting of members from the Board of Governors of the University system, members from the administrative staffs and faculties of institutions of higher education, and members from agriculture, business and industry, as well as members from a number of other organizations and agencies. The original Advisory Council consisted of thirty-three members and met a number of times during the first five years to consider matters relevant to the Community College System.

In August, 1968, the State Board of Education enlarged the Advisory Council to include the president and the chairman of the board of trustees of each institution in the Community College System for terms coinciding with their terms of office in these positions. In 1971, the officers of the North Carolina Comprehensive Student Government Association were added to the Council. The Advisory Council now has 159 members.

In December, 1966, the State Board of Education requested by way of the following resolution that the Advisory Council develop evaluation standards:

> The State Board of Education requests the Community College Advisory Council to give major consideration to involving the staffs of the Department of Community Colleges and the institutions, and others, in the development of standards by which assessment can be made of the quality of institutions.

As a result of this request, the first draft of a comprehensive set of standards and evaluative criteria was completed in November, 1968, and accepted by the State Board in January, 1969. Additionally, the Council in 1972 at the request of the State Board of Education began the development of educational program standards by which specific programs could be planned and assessed.

The Council has also conducted studies on budget requests and changes needed in the General Statutes.

C. CONTROLLER

The Controller is the executive administrator of the State Board of Education in the supervision and management of budgeting,

allocation, accounting, auditing, certification, and disbursing of public school funds administered by the Board. The Division of Auditing and Accounting is charged with the auditing and accounting of all funds, state and federal, under the control of the State Board of Education, including funds allocated to institutions in the Community College System, and other funds expended by the System. Its work includes all budget making, bookkeeping, writing vouchers, making reports, and related services.

In 1973 at the request of the legislature and institutions, two student accounting supervisors were added under the direction of the Division of Teacher Allotment and General Control in the Office of the Controller. An important part of the supervisors' job is to recognize and solve problems in the field relating to student reporting procedures. To that end, the supervisors conduct campus audits and make recommendations to both the institutions and the Department of Community Colleges for standardizing student reporting procedures in order that state funds can be equitably distributed to all institutions.

D. DEPARTMENT OF COMMUNITY COLLEGES

1. State President

The State President is the chief executive officer of the Department of Community Colleges. He is responsible for organizing and managing the Department of Community Colleges and carrying out the philosophy, policies and instructions of the State Board of Education that pertain to technical institutes and community colleges. He reports to the State Board of Education. He works cooperatively with the State Superintendent of Public Instruction and the Controller, who also report to the Board. The State President also conducts planning activities for the Community College System jointly with officials of the University System and coordinates the work of the Department with other state agencies and with federal agencies. He is assisted in his work by a professional and clerical staff.

In the performance of his responsibilities, the State President receives advice from the North Carolina Trustees Association of Community Education Institutions, whose purpose it is to improve and expand public post-high school educational opportunity for the citizens of North Carolina. This organization not only advises, but also promotes the Community College System on a local and state-wide basis.

The State President receives advice and assistance from the North Carolina Association of Public Community College Presidents. This Association stimulates and encourages the public two-year comprehensive post-secondary institution movement in North Carolina, assists individual institutions with their special problems, and promotes the best interests of the Association.

2. Department Services

Under the direction of Dr. Ben E. Fountain, Jr., who succeeded Dr. I. E. Ready as chief administrative officer of the Department of Community Colleges, the Department was formally reorganized in January of 1971 and again in May, 1974.

The Department's function is to assist institutions of the statewide system with both administrative and educational services. As the fifty-seven institutions are governed locally by Boards of Trustees, the functions of the Department are consultative and advisory, and provide state-wide leadership for the institutions. Examples of its services are as follows:

1. *The Division of Institutional Services* includes business affairs, construction consultation, equipment and media processing, and publication and information services. These services are centralized in the Department for better operating efficiency of functions common to the institutions.
2. *The Division of Planning and Policy* is composed of (a) a research and planning staff which provides leadership for institutions' individual research and development of short and long-range plans; (b) a staff for operations research and information, which collects and analyzes statistical data on enrollment, space and funds for all institutions; (c) a policy development staff which coordinates the production, revision and distribution of State Board policies and administrative procedures, and interprets and supervises federal, state, and local regulations and policies.
3. *Student Personnel and Program Resources* involves (a) an institutional evaluation staff to assist institutions in achieving and maintaining a minimum level of quality in their educational programs; (b) an educational resources staff to provide consultative services for development of libraries, individualized instruction centers, and audio-visual resources; (c) an office of student personnel services which works in an advisory and training capacity in matters

such as recruitment and admissions, testing and counseling, financial aid, student activities, job placement and follow-up; and (d) a staff development team which assists institutions with conferences and training programs in new teaching methodologies and techniques particularly appropriate to community colleges and technical institutes.

4. *Educational Programs* is divided into (a) a program development staff which designs curricula, course outlines, and determines the need for instructional materials, while coordinating and adjusting its services to the needs and demands of institutions; (b) a college transfer and general education staff which anticipates and negotiates articulation and transferability problems between the local institutions and the public and private four-year institutions; this staff also helps institutions implement programs; (c) the occupational educational staff which assists institutions in the implementation of programs, and helps to resolve accompanying budgetary considerations and the federal and state regulations pertaining to occupational programs, and (d) Continuing Education, which in its broad role of assessing, characterizing and defining the industrial, cultural and educational needs of the N. C. community, acts as a clearing house. This staff helps institutions set up non-credit courses in such diverse areas as literacy training, arts and crafts, and citizenship courses. The staff maintains contact with new industries moving into the state, and helps them interpret and translate their training needs into educational programs. The staff also maintains contact with manpower and employment agencies in order to identify job-training programs.

All programs of the community colleges and technical institutes operate twelve months per year during the day, evening, and on week-ends.

III. PROGRAMS OFFERED

A. DEGREE AND DIPLOMA PROGRAMS

1. Occupational Program

The community colleges and technical institutes of North Carolina offer full-time and part-time occupational education programs. Each institution offers programs that are designed to meet the needs of individuals according to available job opportunities of the area. Attempts are made to provide high quality, up-to-date education for students who attend a post-secondary institution.

Technical programs, two academic years in length, prepare students for entry level jobs as para-professionals. The graduate usually works under the direct supervision and in close cooperation with a professionally trained person. Technical education is collegiate level and includes courses in communicative skills, social studies, mathematics, physical sciences, and technical and related specialty courses. The technical programs are designed to meet the increasing demand for occupations requiring highly skilled technicians. In some instances courses may be accepted by four-year colleges and universities as transfer credit. An Associate of Applied Science degree is awarded upon successful completion of a technical program.

Vocational programs are designed to train individuals for entrance into semi-skilled occupations. They vary from one to four quarters in length, depending upon the development of skill and job proficiency required. Vocational programs consist of general education courses, skill development, and related courses. The training is designed to assist the individual to progress rapidly to the skilled or craftsman level. Certificates are usually awarded on the completion of one to three quarter length programs and a diploma for completion of programs of four quarters in length.

Approximately 200 occupational curricula are available within the system. They include:

a. Agricultural and Natural Resource Education
b. Distributive Education
c. Engineering Technologies
d. Health Occupations
e. Home Economics and Food Service

f. Office and Business Technologies
g. Trade and Industrial
h. Programs for the Disadvantaged and Handicapped
i. Cooperative Education
j. Public Service Technologies
   (1) Fire and Safety Engineering Technology
   (2) Hospitality Education Program (Degree Programs)
   (3) Police Science

The *Educational Guide* published by the Department of Community Colleges, Raleigh, North Carolina 27611 gives a complete description of all programs, as do publications of the respective institutions.

2. Transfer and General Education Programs

In college transfer programs, there are two major classifications, the liberal arts and the more specialized pre-professional programs. Each of these programs includes a core of general education courses developed within guidelines established by the Curriculum Committee of the Community College Advisory Council. Articulation guidelines have been developed by the Joint Committee on College Transfer Students.

The general education core establishes for all transfer students a minimum of at least one year of English, one year of social science, one year of humanities, one year of mathematics, one year of a laboratory science in the biological or physical sciences, and two-years of physical education. In a two year program requiring ninety-six quarter hours of credit, the student takes fifty-one quarter hours of general education. The broad exposure to the liberal arts provides:

a. a common core of experience for all transfer students;
b. some insight into the basic areas of knowledge; and
c. a frame of reference from which the student may make an intelligent decision regarding his professional goals.

The liberal arts program, culminating in an Associate of Arts degree, is designed for the student who intends to transfer to a senior college or university. In addition to the general education core, the student may select other courses providing additional depth in a specific area of the arts and sciences. Pre-professional programs are similar in intention, but the curriculum requires

fewer courses in the social sciences and humanities and more courses in mathematics and laboratory sciences. Pre-professional programs contain specialized courses in such studies as agriculture, art, business administration, music, pharmacy, and social work in addition to the general education core. They may culminate in either an Associate in Arts, Associate in Science or Associate in Fine Arts degree.

The general education programs provide a basic introduction to liberal arts studies for the student who is interested in a general education emphasizing his personal interests without committing him to a specific occupation or profession. Ninety-six quarter hours chosen from English and literature, fine arts and philosophy, social studies, science and mathematics and interest type courses lead to an Associate Degree in General Education. Thirty to forty-five quarter hours of courses from at least two of the above areas culminate in a Certificate in General Education.

Details of programs offered at various institutions are available in the *Educational Guide*, published by the Department of Community Colleges or in publications of the respective institutions.

Twenty-three technical institutes and four community colleges offer a program in general education with a college transfer option. Seventeen technical institutes offer a general education program by contracting with a senior college or university for instructional services. The courses offered under contract are transferable to a senior college or university and usually consist of one to two years of general education.

3. Developmental Programs

The purpose of developmental programs in the Community College System is to provide specialized courses for students who require additional skills in order to be successful in college transfer, technical or vocational programs. Individuals who desire to enter specific curricula but who are identified as deficient in prerequisites are guided into a program of study designed to increase their proficiency in English grammar and composition, mathematics, reading, communication skills or the physical and social sciences. Other courses, such as orientation to college, self-concept development, and human relations, are also taught to assist the student to become more knowledgeable about college life, himself and others.

Specifically, developmental programs have been designed to:

Provide a means for a realistic open-door admissions policy.

Provide students an opportunity to make realistic self-evaluations.

Prepare students who lack basic skills for success in their chosen curriculum programs.

Raise the educational level of culturally deprived or other disadvantaged students.

Provide an education program appropriate to the needs and abilities of all students.

Developmental programs are implemented in the institutions by the use of several instructional methods and program techniques. These programs are offered through classroom experiences and Learning Resource Centers. The Centers offer programmed instruction, which presents the material to be learned in small sequential steps and move gradually from the basic and easily learned knowledge to the more difficult. Using programmed materials, a student can progress at his own rate according to his time, interests and abilities.

In some developmental programs, students are placed in a pretechnical or pre-vocational curriculum in order to obtain the desired skills and understandings necessary for entry into regular curriculum programs. This approach combines academic courses and laboratory-shop instruction to provide students with integrated theory procedures and practical applicatory understanding of the subject matter.

B. CONTINUING EDUCATION

Programs in continuing education are noteworthy for their flexibility and comprehensiveness. They are designed to provide adults with life-long learning opportunities. As such, they are structured to cover the total learning needs of adults as individuals, as members of society, and as members of the work force. The educational opportunities available through continuing education programs include specific job training and retraining, literacy education, and the improved use of leisure time. The structure for offering continuing education programs is given below:

1. Industrial Services

The Industrial Services program is a specialized area of continuing education, with a primary focus on new and expanding industries. The objective is to provide specially tailored classes which teach special skills and knowledges for industrial processes which are new to the community. Training opportunities are continually provided through the Industrial Services Division also for all management positions in industry.

The Apprenticeship Training program, three to five years in length, cooperates with the Department of Labor to train students on the job as they take a minimum of 144 clock hours each year of related instruction.

The Human Relations Development program (HRD) is a program of concentrated recruitment, counseling, placement and follow-up directed toward the unemployed and the underemployed. The HRD training process, an eight-week cycle, has components which include adult basic education and self-awareness training.

2. Specialty Education Programs

Specialty Education programs were initiated in 1965 in order to accommodate the large demand for specialized training in common fields. Examples include:

a. Ambulance Attendant Training
b. Electric Lineman Safety Training
c. Fire Service Training (both inservice education and teacher training)
d. Fishery Occupations Training
e. Hospitality Education Program
f. Telephone Safety Training
g. Law Enforcement Training

3. General Adult Education Programs

General Adult Education programs provide opportunities to the mature student to acquire greater understanding of his social, physical, and economic environments, his culture, and to practice his skills in the arts and crafts. The General Adult Education program includes:

a. Adult Basic Education
b. Education and Training in Correctional Institutions
c. The Adult High School Diploma Program
d. General Education Development Program
e. Driver Education
f. Occupational Extension

4. The Comprehensive Employment Training Act

The Comprehensive Employment Training Act (CETA) recognizes the need for training and retraining the unemployed or underemployed or those people who have lost their jobs because of technological and social changes, and who must face new careers in perhaps entirely new occupations. The institutions cooperate with the State Employment Security Commission, the State Board of Education, and the Manpower Council in identifying occupational problems in order to alleviate unemployment.

C. SPECIAL PROJECTS

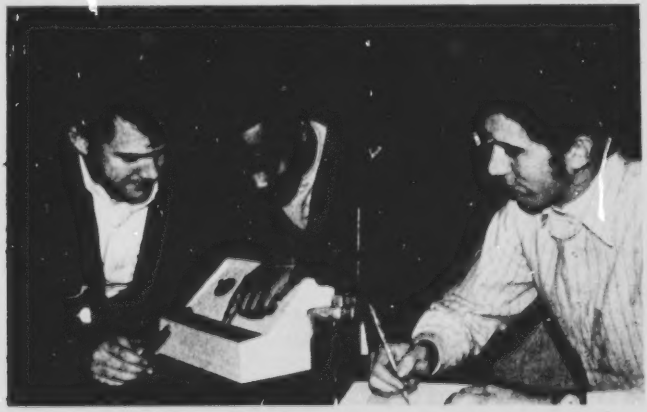
1. The Appalachian Consortium Special Development Project

This group of ten institutions is united by a special Title III research grant intended to explore ways to improve all aspects of institutional programs.

The Consortium developed research instruments in four different areas: (a) a high school study, which revealed the image of the community colleges and technical institutes and particularly the attitudes of high school seniors toward the institutions; (b) an alumni study of graduates, and (c) an attrition study of drop-outs, which attempted to determine what students regarded as the successes and failures of the institutions. A fourth study, a business and industry survey is to be completed fall, 1974. The institutions are attempting in this study to determine the skills and training needs they can provide for the community.

The activities of the Consortium are coordinated by Appalachian State University, which supplies a professional research director to identify research areas and develop procedures. Data processing and storage is made possible by the use of computer facilities at Appalachian State University.

The Consortium is now in its fourth year and has applied for funding for a fifth year. Institutions participating are: Asheville-Buncombe Technical Institute, Caldwell Community College, Catawba Valley Technical Institute, Forsyth Technical Institute, Haywood Technical Institute, Isothermal Community College, Southwestern Technical Institute, Surry Community College, Western Piedmont Community College, and Wilkes Community College.



2. Adult Basic Education Consortium

The purpose of the Adult Basic Education Consortium Project, begun August, 1973, is to provide professional development opportunities to the teachers and administrators of the adult basic education and adult education programs in the state's Community College System. These opportunities consist of courses conducted on and off the university and community college campuses. Credit courses offered are at the graduate level, with additional in-service training provided in work-shops and seminars.

The State Board of Education agreed to fund one professional position at each of the four participating institutions: East Carolina University, North Carolina A & T University, Appalachian State University, and North Carolina State University. With each position goes necessary funding for travel and administration, including funds for a half time secretary.

The overriding objective of the Consortium is to further professionalize the field of adult teaching and adult education program administration. During the 1973-74 year, 211 enrollees participated in twenty credit courses on and off-campus; 1,077 participated in forty-four in-service workshops, and 110 consultative visits to institutions were made.

3. Community College Intern Program

The Community College Intern Program, offered in cooperation with the Department of Adult and Community College Education at North Carolina State University, prepares people for the special leadership and administrative qualities needed by the community colleges and technical institutes of the state.

Those applicants who become interns are awarded a stipend for a maximum of two years. They engage in a program which includes an interdisciplinary plan of graduate study leading to the Doctor of Education degree. A minor is undertaken in a supporting field such as politics or sociology. Interns also complete a practicum in one of the fifty-seven institutions or the Department of Community Colleges in order to gain practical experience. They design and conduct a research project related to administration in the North Carolina Community College System.

To date, seventy-three persons have graduated from the Intern Program. Sixty-three have been placed in administrative positions in the community colleges and technical institutes of the state, and nine are currently employed out-of-state.

4. The Community College Review

The *Community College Review* is a professional journal funded jointly by the North Carolina State Board of Education and North Carolina State University.

This quarterly publication now has 3,000 subscriptions from all fifty states and from several foreign countries. The *Review* is directed toward scholarship, debate, readability, and liveliness.

5. Occupational Education Research

The Occupational Research Unit of the North Carolina State Department of Public Education provides research services in occupational education to the Department of Community Colleges. Specific assistance is provided by:

a. Identifying research needs and developing research priorities in occupational education;
b. Assisting in developing the *"State Plan for Occupational Education;"*
c. Planning research in occupational education;
d. Conducting research in occupational education;

e. Reporting results of research to occupational educators in easily usable form;
f. Writing project proposals;
g. Conducting inservice education for researchers;
h. Evaluating instructional programs;
i. Reviewing and recommending research projects for funding;

During 1974, nine research projects were in operation. Sixteen projects have been completed since 1971.

Research priority areas which have been identified during the past biennium include articulation, instructional methods, curriculum, and upgrading of instruction.

6. Visiting Artist Program

The Visiting Artist Program is jointly sponsored by the Department of Community Colleges and the North Carolina Arts Council. The purposes of the program are: (a) to bring to communities and individuals art and cultural experiences, and (b) to make art more personal to individuals by helping them understand its relevance to their lives.

This program, which began in 1971, has expanded significantly. During the academic year 1973-74, artists were employed at eighteen technical institutes and community colleges. The artists include sculptors, painters, dramatists, and musicians.

IV. Financial, Enrollment and Space Utilization Data

A. FINANCIAL DATA

Financial support for institutions in the Community College System is provided as follows:

STATE—Funds for equipment and library books are provided by the state. Matching funds for capital or permanent improvements may be provided by the state to community colleges and technical institutes. Additional capital funds may also be provided to qualifying institutions through several federal acts. Salaries and travel of administrative and instructional personnel and the cost of supplies and materials are paid by the state. The average annual instructional unit salary paid in 1973-74 was $13,242. State and federal expense per full-time equivalent was $1,095.

LOCAL—Beyond any assistance which may be provided by the state and federal governments, acquisition of land and erection of buildings is a local responsibility. Current expense involved in the operation and maintenance of the plant is also a local responsibility. Local funds may also be used to supplement any state budget item. Local expense per full-time equivalent student for 1973-74 was approximately $100.

STUDENTS—Students (including curriculum and extension) bear about seven percent of the cost of operation. For students (in-state) in full-time programs, this amounted to $32 per quarter for tuition charges for general education, vocational and technical programs and $42 for college transfer programs. Tuition is higher for out-of-state students. The distribution of operating costs is shared approximately as follows: state and federal 85%, local 8%, and student 7%. Institutional student receipts per FTE for 1973-74 were $74.75.

There are a number of student financial aid programs available at the community colleges and technical institutions enabling many students to meet their educational expenses. Individual programs available are as follows:

1. The Work- Study Program under the Vocational Education Act of 1963, as amended in 1968, was the first financial aid

program inaugurated. Federal funds in the amount of $184,402 will be allocated to the 57 institutions in the Community College System for the academic year 1974-75. The local institutions will be required to furnish an additional $46,105 as their 20% share, since this program is awarded on an 80% federal-20% local formula. This program will provide jobs for 433 students.

2. The College Work-Study Program is offered in 55 institutions. The federal government allocated $1,094,933 in 1973-74 for this program. These funds, matched on an 80-20% federal-local basis, provided jobs for 2,841 students.

3. The National Direct Student Loan Program is available at some institutions. Funds in the amount of $212,708 were loaned to 674 students under this program in 1973-74.

4. The Basic Educational Opportunity Grant Program makes funds available to students who have a demonstrated financial need. A grant is available to any student who has not entered an eligible post-secondary educational institution prior to April 1, 1973. The amount of the grant cannot be for more than an amount equal to one-half of the student's financial need. In 1973-74 1,098 students received grants for the amount of $300,187 under this program.

5. The Supplemental Educational Opportunity Grant Program provides students from low-income families with grants up to $1,000 to meet their educational expenses. These grants must be matched by other forms of financial aid and cannot amount to more than 50% of the cost of attending the institution. For the academic year 1973-74, the institutions were allocated $232,260 to meet the needs of 723 students under this program.

6. The College Foundation, Inc., a private, nonprofit corporation, administers two student loan programs which are available to students attending community colleges and technical institutes: the North Carolina Insured Student Loan Program and the James E. and Mary Z. Bryan Foundation Student Loan Plan. The Foundation has been making low-interest, long-term loans to students since 1963. Loans in the amount of $221,696 were made to 217 students in 1973-74.

7. The Vocational-Technical Student Loan Program is provided by the Department of Community Colleges. Small loans up to $300 are made to students who are enrolled in vocational and technical programs. At the present time, there are 210 loans outstanding in this program and 19 loans were processed in 1973-74.

8. The Department of Veteran's Affairs will provide financial assistance to students enrolled in community colleges who are children of disabled or deceased veterans. These scholarships vary from tuition-only to tuition and an allowance for room, board, and activity fees.

9. Local funds for part-time employment have been budgeted for students in the institutions, and well over 500 students have obtained jobs under this program. This part-time employment has made it possible for many students to obtain an education.

10. Local scholarships were awarded to over 425 students during the academic year 1973-74.

11. Various veteran's programs provide educational benefits to eligible veterans. In the fall quarter of 1973, there were 14,978 veterans enrolled in community colleges and technical institutes.

1. CURRENT EXPENSE BY INSTITUTION, 1965-66 THROUGH 1973-74

The following table shows by institution the current expense funds provided from 1965-66 through 1973-74. Current expense funds are derived from state and federal appropriations and from student tuition fees. The table shows over $82,000,000 in current expenditures for the 57 institutions in operation in 1973-74.*

Institution	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Anson T. I.	$ 80,661	$ 69,560	$ 114,620	$ 140,148	$ 197,316	$ 214,894	$ 235,432	$ 377,410	$ 423,795
Asheville-Buncombe T. I.	571,431	619,225	710,792	822,545	1,033,199	1,181,235	1,392,848	1,673,174	2,014,962
Beaufort County, T.I.	47,669	69,553	154,802	326,129	564,030	625,286	989,191	991,308	1,148,391
Bladen T. I.			53,244	142,550	305,659	327,544	375,397	410,736	529,827
Blue Ridge T. I.					28,174	231,218	423,590	449,590	803,716
Caldwell C. C. & T. I.	84,463	203,276	365,832	416,263	617,229	885,535	1,077,868	1,139,464	1,451,765
Cape Fear T. I.	321,828	407,824	596,206	749,356	1,024,805	1,341,797	1,630,216	1,982,396	2,442,409
Carteret T. I.	136,671	175,618	223,032	269,364	356,902	389,725	596,966	627,751	866,300
Catawba Valley, T. I.	345,694	403,196	514,713	704,189	986,896	1,239,016	1,405,632	1,623,557	1,909,596
Central Carolina T. I.	220,256	243,714	320,881	427,158	566,900	620,851	866,918	1,004,812	1,563,687
Central Piedmont C. C.	895,971	1,061,068	1,527,478	2,166,788	3,609,741	4,242,510	5,963,505	6,827,029	8,327,389
Cleveland County T. I.	42,545	108,735	192,479	255,694	349,893	398,888	511,873	586,228	806,493
Coastal Carolina C. C.	76,772	144,100	231,811	381,288	607,449	909,793	1,232,777	1,615,334	2,074,642
College of the Albemarle	303,609	373,659	498,877	596,156	776,915	914,785	1,002,048	1,127,600	1,412,257
Craven C. C.	67,632	116,251	203,169	286,549	361,368	550,941	701,300	828,340	1,251,891
Davidson County C. C.	199,650	369,664	499,546	641,179	933,188	1,064,543	1,278,213	1,542,189	1,816,271
Durham T. I.	330,208	414,262	496,909	648,221	802,447	876,411	1,063,879	1,308,991	1,724,487
Edgecombe T. I.			21,166	192,511	280,079	358,544	397,792	604,978	847,866
Fayetteville T. I.	470,769	607,848	802,293	884,107	1,280,041	1,340,817	1,487,601	1,625,579	2,278,195
Forsyth T. I.	501,038	565,562	713,410	836,993	994,074	1,287,837	1,396,537	1,645,766	2,184,111
Gaston College	789,601	936,308	953,204	1,071,713	1,356,255	1,545,419	1,852,035	2,042,556	2,533,483
Guilford T. I.	297,428	389,205	541,644	657,280	940,801	961,278	1,524,926	2,029,272	2,783,899
Halifax County T. I.			14,875	187,787	389,986	416,200	620,486	745,976	934,524
Haywood T. I.	39,922	134,958	220,281	290,517	410,667	522,242	572,242	708,095	1,094,156
Isothermal C. C.	81,812	209,867	350,065	477,159	589,106	648,862	722,149	818,926	1,009,488
James Sprunt Institute	127,546	232,078	237,973	289,847	414,755	431,259	587,916	697,199	962,816
Johnston T. I.					142,786	396,157	681,164	899,158	1,133,666
Lenoir C. C.	283,102	434,515	647,827	795,137	1,199,067	1,399,601	1,580,496	2,023,725	2,499,800
Martin T. I.			29,997	196,371	323,440	335,364	517,670	579,458	793,728
Mayland T. I.							110,720	242,304	653,248

(Continued next page)

1. CURRENT EXPENSE BY INSTITUTION, 1965-66 THROUGH 1973-74

Institution	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
McDowell T. I.	73,733	113,560	135,059	154,502	222,733	316,623	400,484	414,504	533,023
Mitchell C. C.									851,641
Montgomery T. I.			12,479	168,691	234,159	247,732	284,912	280,137	423,418
Nash T. I.			55,218	207,173	332,116	392,714	423,376	421,327	649,484
Pamlico T. I.	28,657	46,156	87,707	129,534	188,456	236,003	242,958	275,965	372,448
Piedmont T. I.					204,165	204,165	380,747	640,543	914,788
Pitt T. I.	379,198	387,197	569,362	622,262	869,982	867,898	1,076,616	1,336,188	1,660,01[illegible]
Randolph T. I.	189,049	198,585	233,955	283,583	413,499	533,996	652,428	730,790	905,816
Richmond T. I.	120,961	230,443	332,080	364,537	563,689	624,386	803,995	948,211	1,134,044
Roanoke-Chowan T. I.			55,372	145,020	316,322	317,794	471,109	574,330	805,156
Robeson T. I.	58,653	106,497	205,069	307,401	489,476	492,277	559,761	788,351	1,418,793
Rockingham C. C.	206,414	415,547	604,895	756,818	1,091,587	1,143,508	1,310,157	1,378,535	1,629,638
Rowan T. I.	282,080	352,788	434,277	546,649	748,803	[illegible]77,787	859,146	1,081,998	1,279,165
Sampson T. I.	32,086	83,495	161,306	232,298	353,805	407,741	489,232	631,146	824,209
Sandhills C. C.	324,119	496,873	597,658	767,429	982,085	1,131,882	1,471,824	1,571,480	1,989,670
Southeastern C. C.	302,677	462,974	583,607	691,286	921,873	1,035,253	1,314,256	1,509,085	1,760,108
Southwestern T. I.	84,532	133,535	217,172	276,320	396,418	474,091	613,098	727,380	937,737
Stanly T. I.							111,597	414,373	717,595
Surry C. C.	75,121	192,404	316,291	407,112	608,541	739,721	797,377	947,415	1,253,103
T. I. of Alamance	345,703	365,327	500,220	572,937	818,819	958,070	1,088,183	1,302,565	1,582,092
Tri-County T. I.	41,679	88,972	108,033	167,114	229,732	320,380	522,226	682,783	1,125,413
Vance-Granville T. I.					99,784	202,326	377,228	453,283	715,313
Wake T. I.	392,238	449,840	608,779	729,225	1,010,517	1,127,795	1,324,335	1,266,015	1,874,657
Wayne C. C.	438,307	502,388	666,266	945,000	1,284,445	1,377,749	1,682,240	1,868,919	2,541,893
Western Piedmont C. C.	100,150	362,852	540,248	647,038	874,832	977,773	1,106,078	1,254,188	1,566,661
Wilkes C. C.	49,155	278,003	477,492	571,518	775,661	881,996	1,102,174	1,256,398	1,808,941
Wilson County T. I.	381,949	374,960	530,521	619,460	776,627	834,864	890,467	1,061,166	1,433,109
TOTAL	$10,222,757	$13,932,464	$19,220,192	$25,138,906	$36,251,294	$42,282,846	$53,155,391	$62,595,976	$82,984,792

* Includes general administration, curriculum instructional services, extension instructional services, and other related costs from state and federal funds; also includes institutional receipts deposited to state treasurer.

2. LOCAL CURRENT EXPENSES, 1965-66 THROUGH 1973-74

Local institutional current expense consists of funds expended for operation and maintenance of plant plus any local funds voluntarily made available to supplement other budget items. The following table shows local current expense by institution from 1965-66 through 1973-74. Local funds budgeted for 1973-74 amounted to $9,790,441.

Institution	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Anson T. I.	$ 14,511	$ 14,739	$ 16,398	$ 19,100	$ 40,631	$ 48,136	$ 30,254	$ 30,000	$ 35,000
Asheville-Buncombe T. I.	40,792	47,799	76,727	110,390	134,806	163,345	209,420	224,684	288,305
Beaufort County T. I.	5,922	15,041	19,556	33,588	55,191	55,242	65,820	65,257	81,071
Bladen T. I.			10,075	20,783	33,743	27,086	36,400	46,400	59,119
Blue Ridge T. I.					4,073	27,960	32,856	39,767	68,001
Caldwell C. C. & T. I.	27,843	45,962	56,509	69,627	124,646	128,985	139,177	163,194	182,600
Cape Fear T. I.	16,978	17,668	33,102	39,257	48,231	57,675	68,052	87,194	96,239
Carteret T. I.	19,439	15,582	18,108	21,000	27,260	22,950	41,560	74,200	91,704
Catawba T. I.	35,885	67,099	89,020	126,480	169,677	195,207	233,760	246,244	255,289
Central Carolina T. I.	26,870	40,644	39,683	51,881	53,250	63,964	75,000	82,500	95,249
Central Piedmont C. C.	189,009	281,772	326,094	525,333	740,683	917,353	1,143,955	1,334,630	1,495,290
Cleveland County T. I.	13		21,794	27,285	31,321	32,682	39,732	56,917	54,450
Coastal Carolina C. C.	7,094	15,259	30,597	115,460	68,123	86,694	92,969	108,496	145,023
College of the Albemarle	45,176	47,241	53,096	63,887	85,810	130,655	91,694	111,132	183,124
Craven C. C.	16,760	25,345	22,155	42,075	54,763	64,865	96,315	175,200	125,506
Davidson County C. C.	30,203	40,001	354,359	76,263	83,422	82,900	105,624	131,755	153,449
Durham T. I.	24,965	25,545	33,144	38,855	84,361	70,575	85,292	122,529	136,600
Edgecombe T. I.				22,300	20,600	35,140	64,182	104,605	100,835
Fayetteville T. I.	51,460	84,798	99,772	138,192	175,241	210,110	311,555	343,533	421,322
Forsyth T. I.	75,730	83,790	104,018	111,259	115,124	225,593	201,737	214,030	266,950
Gaston College	187,778	220,136	223,138	275,894	279,424	301,390	331,963	314,250	387,554
Guilford T. I.	98,294	105,348	123,565	172,470	237,500	299,300	341,300	419,000	513,000
Halifax County T. I.			1,038	17,370	44,925	40,000	42,000	42,665	49,269
Haywood T. I.	2,562	11,498	15,957	25,285	31,015	35,202	64,704	200,122	201,443
Isothermal C. C.	14,820	42,192	46,565	69,058	93,350	82,334	114,639	139,679	157,450

(Continued next page)

2. LOCAL CURRENT EXPENSES, 1965-66 THROUGH 1973-74

Institution	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
James Sprunt Institute	10,717	19,078	20,566	19,363	24,636	33,624	44,189	63,973	70,620
Johnston T. I.					12,884	34,517	43,457	47,431	51,436
Lenoir C. C.	37,374	55,041	59,324	70,302	102,267	129,431	154,831	162,431	178,202
Martin T. I.			15,880	25,000	36,000	99,616	66,347	76,842	93,100
Mayland T. I.							26,000	43,637	44,351
McDowell T. I.	11,117	11,824	13,563	15,214	17,640	24,388	20,412	23,121	30,635
Mitchell C. C.									90,000
Montgomery T. I.				6,036	12,671	17,383	19,109	29,793	33,300
Nash T. I.					22,170	30,215	34,575	39,850	47,970
Pamlico T. I.	1,803	3,634	3,900	11,324	13,568	14,044	18,181	24,945	26,000
Piedmont T. I.						30,750	67,875	77,267	91,750
Pitt T. I.	57,049	64,104	67,456	74,572	107,238	117,809	129,388	108,955	125,584
Randolph T. I.	19,504	22,274	35,153	42,586	68,725	72,862	57,718	63,068	71,227
Richmond T. I.	14,576	35,670	64,924	72,929	83,941	60,106	103,060	113,084	119,159
Roanoke-Chowan T. I.			3,091	13,560	25,760	34,635	35,415	40,782	53,391
Robeson T. I.	9,626	30,164	16,798	22,905	42,513	43,228	66,919	83,654	156,614
Rockingham C. C.	51,305	110,063	159,256	225,643	285,866	299,460	327,250	352,596	399,057
Rowan T. I.	31,263	36,523	43,684	48,595	74,981	87,711	106,426	219,997	243,238
Sampson T. I.		5,733	8,581	10,426	16,939	21,109	22,423	23,658	38,035
Sandhills C. C.	60,742	98,182	102,037	101,690	117,908	122,826	145,477	174,659	212,150
Southeastern C. C.	42,438	56,524	94,414	119,577	127,526	108,014	145,573	166,930	190,155
Southwestern T. I.	10,606	10,624	13,616	16,725	19,306	32,531	39,730	45,568	58,009
Stanly T. I.							17,900	42,900	52,900
Surry C. C.	25,344	47,386	52,904	71,510	85,250	92,525	116,542	130,400	142,546
T. I. of Alamance	27,375	29,292	40,632	50,394	57,022	67,902	96,934	112,571	113,573
Tri-County T. I.	3,635	8,350	8,663	9,066	13,118	14,150	15,880	20,993	34,169
Vance-Granville T. I.					27,612	43,141	61,350	67,650	75,910
Wake T. I.	43,980	65,109	87,452	142,171	153,200	241,500	346,950	456,600	535,000
Wayne C. C.	33,458	50,114	63,858	93,497	117,250	121,160	173,500	211,700	236,296
Western Piedmont C. C.	41,450	65,162	91,776	106,457	132,050	132,325	160,088	173,490	203,395
Wilkes C. C.	8,042	22,517	36,814	129,164	70,800	139,145	132,945	135,500	168,957
Wilson County T. I.	20,056	27,910	31,816	44,250	84,128	108,278	129,400	147,469	159,870
TOTAL	$ 1,493,582	$ 2,122,765	$ 2,950,628	$ 3,756,048	$ 4,790,139	$ 5,779,728	$ 6,985,804	$ 8,359,497	$ 9,790,441

* Includes general administration, curriculum instructional services, extension instructional services, and other related costs from state and federal funds; also includes institutional receipts deposited to state treasurer.

3. INSTITUTIONAL RECEIPTS*, 1963-64 THROUGH 1973-74

Student tuition and other fees collected by the institutions and deposited with the State Treasurer for 1963-64 through 1973-74 are shown in the following table. These receipts are deposited to the state and serve to reduce the General Fund appropriation required for the operation of institutions.

YEAR	AMOUNT
1963-64	$ 366,958
1964-65	587,047
1965-66	1,161,722
1966-67	1,658,882
1967-68	2,079,627
1968-69	2,593,321
1969-70	2,974,932
1970-71	3,830,983
1971-72	4,462,888
1972-73	5,083,180
1973-74	6,235,384

*Receipts from student tuition and other fees deposited with the State Treasurer.

4. CAPITAL FUNDS EXPENDED, JUNE 30, 1974

The following table shows local, state, vocational education, and other capital funds expended from 1959 through June 1974. The table shows the amount and percent of each type of funds expended by institution. Through June, 1974, over 128 million dollars in capital funds were expended.

Institution (1)	LOCAL		STATE		VO-ED (federal)		OTHER (federal)		
	Dollars (2)	% (3)	Dollars (4)	% (5)	Dollars (6)	% (7)	Dollars (8)	% (9)	Total (10)
Anson T.I.	350,000	41	247,500	29	247,500	29	-0-	-0-	845,000
Asheville-Buncombe T.I.	1,068,649	30	240,000	7	356,000	10	1,924,758	54	3,589,407
Beaufort County T.I.	500,000	49	-0-	-0-	405,420	40	105,000	10	1,010,420
Bladen T.I.	702,027	42	500,000	30	167,017	10	286,000	17	1,655,044
Blue Ridge T.I. (Henderson)	594,017	44	—0—	—0—	100,000	7	650,000	48	1,344,017
Caldwell C.C. & T.I.	1,325,803	39	500,000	15	500,000	15	1,063,566	31	3,389,369
Cape Fear T.I. (New Hanover)	4,334,621	79	659,827	12	500,000	9	-0-	-0-	5,494,448
Carteret T.I.	500,000	31	-0-	-0-	-0-	-0-	1,114,800	69	1,614,800
Catawba Valley T.I.	1,050,803	59	337,319	19	162,681	9	245,000	14	1,795,803
Central Carolina T.I. (Lee)	1,125,923	61	500,000	27	215,000	12	-0-	-0-	1,840,923
Central Piedmont C.C. (Meck.)	10,155,374	64	2,264,779	14	-0-	-0-	3,555,281	22	15,975,407
Cleveland County T.I.	815,952	50	568,452	35	247,500	15	-0-	-0-	1,631,904
Coastal Carolina C.C. (Onslow)	668,048	47	165,060	12	334,940	24	249,683	18	1,417,731
College of Albemarle (Pasquo)	632,102	34	500,000	27	-0-	-0-	742,200	40	1,874,302
Craven C.C.	904,676	45	674,676	33	230,000	11	218,559	11	2,027,911
Davidson County C.C.	1,647,712	60	500,000	18	-0-	-0-	601,602	22	2,749,314
Durham T.I.	584,481	50	327,500	28	172,500	15	93,000	8	1,177,481
Edgecombe County T.I.	284,195	47	129,381	21	125,000	21	64,000	11	602,576
Fayetteville T.I. (Cumberland)	1,605,256	43	932,637	25	343,575	9	813,789	22	3,695,257
Forsyth T.I.	1,312,301	36	888,881	25	405,000	11	1,000,000	8	3,606,182
Gaston College	1,314,282	40	878,000	29	-0-	-0-	1,060,887	33	3,253,169
Guilford T.I.	4,752,793	82	496,000	9	250,000	4	300,020	5	5,798,813
Halifax County T.I.	514,221	50	514,221	50	-0-	-0-	-0-	-0-	1,028,442
Haywood T.I.	730,404	37	295,863	15	250,000	13	690,000	35	1,966,267
Isothermal C.C. (Rutherford)	727,663	32	500,000	22	-0-	-0-	1,063,118	46	2,290,781

(Continued next page)

4. CAPITAL FUNDS EXPENDED, JUNE 30, 1974 (cont'd)

Institution (1)	LOCAL Dollars (2)	LOCAL % (3)	STATE Dollars (4)	STATE % (5)	VO-ED (federal) Dollars (6)	VO-ED (federal) % (7)	OTHER (federal) Dollars (8)	OTHER (federal) % (9)	Total (10)
James Sprunt Inst. (Duplin)	476,000	51	149,469	16	88,110	9	214,517	23	928,096
Johnston T.I.	750,000	42	500,000	28	247,500	14	265,000	15	1,762,500
Lenoir C.C.	949,144	41	500,000	21	-0-	-0-	893,160	38	2,342,304
Martin T.I.	1,473,500	60	569,620	23	300,000	12	100,000	4	2,443,120
Mayland T.I.	250,000	17	250,000	17	250,000	17	750,000	50	1,500,000
McDowell T.I.	313,830	23	44,218	3	204,636	15	785,000	58	1,347,684
Mitchell C.C.	-0-	-0-	-0-	-0-	—0—	-0-	-0-	-0-	—0—
Montgomery T.I.	-0-	-0-	-0-	-0-	—0—	-0-	-0-	-0-	—0—
Nash T.I.	752,500	44	500,000	29	247,500	15	202,000	12	1,702,000
Pamlico T.I.	255,760	20	250,000	19	-0-	–	800,000	61	1,305,760
Piedmont T.I.	-0-	-0-	-0-	-0-	-0-	-0-	—0—	-0-	—0—
Pitt T.I.	501,104	47	250,000	23	250,000	23	74,000	7	1,075,104
Randolph T.I.	501,751	50	282,899	28	217,101	22	—0—	-0-	1,001,751
Richmond T.I.	863,870	55	344,547	22	50,000	3	324,483	20	1,582,900
Roanoke-Chowan T.I. (Hertford)	250,000	16	150,000	9	-0-	-0-	1,200,000	75	1,600,000
Robeson T.I.	552,020	36	—0—	-0-	—0—	-0-	984,000	64	1,536,020
Rockingham C.C.	2,079,005	48	810,816	19	—0—	-0-	1,449,154	33	4,338,975
Rowan T.I.	2,921,005	85	169,904	5	330,096	10	—0—	-0-	3,421,005
Sampson T.I.	500,000	50	500,000	50	-0-	-0-	—0—	-0-	1,000,000
Sandhills C.C. (Moore)	1,480,253	51	500,000	17	-0-	-0-	913,949	32	2,894,202
Southeastern C.C. (Columbus)	782,032	32	500,000	21	-0-	-0-	1,140,187	47	2,422,219
Southwestern T.I. (Jackson)	373,167	33	171,512	15	-0-	-0-	574,500	51	1,119,179
Stanly T.I.	566,011	50	566,011	50	-0-	-0-	—0—	-0-	1,132,022
Surry C.C.	1,571,593	47	500,000	15	-0-	-0-	1,292,509	38	3,364,102
T.I. of Alamance	2,600,000	83	266,091	9	137,445	4	122,034	4	3,125,570
Tri-County T.I. (Cherokee)	75,000	15	75,000	15	25,000	5	340,200	64	512,200
Vance-Granville T.I.	2,500,000	72	500,000	14	247,500	7	250,000	7	3,497,500
W. W. Holding T.I. (Wake)	1,352,100	68	250,000	13	250,000	13	128,800	7	1,980,900
Wayne C.C.	823,174	54	240,000	16	260,000	17	192,000	13	1,515,174
Western Piedmont C.C. (Burke)	816,880	30	500,000	18	-0-	-0-	1,449,120	52	2,766,000
Wilkes C.C.	875,000	34	500,000	20	-0-	-0-	1,175,974	46	2,550,974
Wilson County T.I.	776,685	48	250,000	15	95,000	6	510,000	31	1,631,685
TOTAL	66,182,687	52	22,710,183	18	8,212,021	6	31,171,850	24	128,276,741

5. MAJOR EQUIPMENT INVENTORY THROUGH JUNE 30, 1974

This table shows by institution the expenditures for major equipment inventory as of June 30, 1974. The inventory value of equipment was in five major areas; namely, general, adult, college transfer, occupational, and specialty education. The major portion of equipment is in the occupational education area, amounting to over $21 million. The total major equipment inventory for all institutions as of June 30, 1974, was $32,945,347.

Institution	General	Adult Education	College Transfer	Occupational Education	Specialty Education	Total
Anson T.I.	24,056	2,636		136,735	550	163,917
Asheville-Buncombe T.I.	208,856	20,240		1,038,554	28,062	1,295,712
Beaufort County T.I.	77,766	3,121		349,068	5,063	435,018
Bladen T.I.	23,344	1,579		207,238	2,394	234,555
Blue Ridge T.I.	80,954	4,213		113,330		198,497
Caldwell C.C. & T.I.	147,472	9,135	1,245	443,975	15,187	617,014
Cape Fear T.I.	176,966	22,238		851,600	20,531	1,071,335
Carteret T.I.	56,730	5,874		197,458	4,365	264,427
Catawba Valley T.I.	187,397	14,819		658,263	21,322	881,801
Central Carolina T.I.	165,131	11,814		478,882	13,575	669,402
Central Piedmont C.C.	843,581	37,011	264,015	1,455,236	49,791	2,649,634
Cleveland County T.I.	88,181	5,665		148,792	3,504	246,142
Coastal Carolina C.C.	180,582	4,329	36,087	335,540	5,299	561,837
College of Albemarle	153,913	10,054	75,602	340,937	12,124	592,630
Craven C.C.	133,644	2,009	1,016	203,441	9,351	349,461
Davidson County C.C.	168,497	23,088	145,982	363,235	14,541	715,343
Durham T.I.	211,253	9,617		513,502	15,982	750,354
Edgecombe T.I.	67,398	5,460		206,735	4,044	283,637
Fayetteville T.I.	301,135	14,177		915,509	20,650	1,251,471
Forsyth T.I.	283,127	13,737		892,679	22,536	1,212,079
Gaston College	324,123	17,440	146,203	605,521	25,905	1,119,192
Guilford T.I.	232,006	18,799		764,861	17,820	1,033,486
Halifax County T.I.	98,696	7,191		210,925	4,874	321,686
Haywood T.I.	118,870	3,757		280,193	4,494	407,314
Isothermal C.C.	100,120	11,579	58,222	169,438	10,269	349,628
James Sprunt Institute	88,099	6,974		262,869	5,971	363,913
Johnston T.I.	78,949	5,796		124,496	572	209,813
Lenoir C.C.	294,692	21,467	132,370	581,478	12,257	1,042,264
Martin T.I.	60,980	1,817		173,980	2,535	239,312
Mayland T.I.	49,677	2,779		73,987	249	126,692

(Continued next page)

5. MAJOR EQUIPMENT INVENTORY THROUGH JUNE 30, 1974 (cont'd)

Institution	General	Adult Education	College Transfer	Occupational Education	Specialty Education	Total
McDowell T.I.	57,072	2,941		93,035	2,852	155,900
Mitchell C.C.	21,862			27,357		49,219
Montgomery T.I.	34,869	5,390		167,537	2,266	210,062
Nash T.I.	42,954	4,010		151,545	3,951	202,460
Pamlico T.I.	27,590	3,021		82,995	2,512	116,118
Piedmont T.I.	96,298	6,486		105,121		207,905
Pitt T.I.	140,740	13,211		444,340	4,285	602,576
Randolph T.I.	111,310	10,095		337,946	11,011	470,362
Richmond T.I.	136,159	7,008		400,100	8,729	551,996
Roanoke-Chowan T.I.	54,676	8,557		153,630	3,602	220,465
Robeson T.I.	109,062	7,982		196,484	6,373	319,901
Rockingham C.C.	134,723	2,117	131,579	478,920	16,808	764,147
Rowan T.I.	193,718	11,049		479,954	9,215	693,936
Sampson T.I.	77,740	6,090		164,855	3,309	251,994
Sandhills C.C.	192,400	9,979	68,388	425,225	10,838	706,830
Southeastern C.C.	225,971	13,919	94,718	469,940	17,200	821,748
Southwestern T.I.	97,502	5,533		182,131	3,224	288,390
Stanly T.I.	53,292			150,263		203,555
Surry C.C.	104,592	13,390	84,521	315,949	10,944	529,396
T.I. of Alamance	240,207	15,948		623,708	19,462	899,325
Tri-County T.I.	60,460	2,616		133,826	2,549	199,451
Vance-Granville T.I.	54,489	1,315		154,734	155	210,693
Wake T.I.	312,279	13,182		760,205	13,635	1,099,301
Wayne C.C.	316,152	11,551	133,473	617,753	15,974	1,094,903
Western Piedmont C.C.	115,997	13,044	79,024	401,310	10,455	619,830
Wilkes C.C.	152,748	10,603	62,681	377,837	10,849	614,718
Wilson County T.I.	208,016	16,852	379,909	558,613	19,150	1,182,540
TOTAL	8,399,073	534,304	1,895,035	21,553,770	563,165	32,945,347

6. LIBRARY BOOKS ACQUISITION THROUGH JUNE 30, 1974

The following table shows the number of library books, estimated cost, and books per curriculum student for 1974 accessioned by the state. The period covered is from 1957 through June 30, 1974.

Institution	Book Inventory	Estimated Cost @$10.50 Per Volume	Book Per FTE Student June 30, 1974
Anson T.I.	4,251	44,635	22
Asheville-Bumcombe T.I.	14,284	149,982	12
Beaufort County T.I.	6,899	72,439	17
Bladen T.I.	5,481	57,550	22
Blue Ridge T.I.	5,291	55,555	17
Caldwell C.C. & T.I.	13,356	140,238	20
Cape Fear T.I.	11,445	120,172	15
Carteret T.I.	8,041	84,430	17
Catawba Valley T.I.	11,077	116,308	11
Central Carolina T.I.	9,781	102,700	13
Central Piedmont C.C.	39,805	417,952	7
Cleveland County T.I.	6,938	72,849	10
Coastal Carolina C.C.	8,473	88,966	9
College of The Albemarle	11,198	117,579	16
Craven C.C.	8,131	85,375	16
Davidson County C.C.	17,322	181,881	17
Durham T.I.	9,758	102,459	9
Edgecombe T.I.	6,230	65,415	13
Fayetteville T.I.	12,426	130,473	6
Forsyth T.I.	15,708	164,934	11
Gaston College	16,338	171,549	11
Guilford T.I.	14,991	157,405	10
Halifax County T.I.	6,064	63,672	14
Haywood T.I.	8,357	87,748	14
Isothermal C.C.	17,497	183,718	33
James Sprunt Inst.	9,568	100,464	21
Johnston T.I.	6,398	67,179	11
Lenoir C.C.	24,137	253,438	18
Martin T.I.	6,636	69,678	18
Mayland T.I.	1,837	19,288	7
McDowell T.I.	5,483	57,571	28
Mitchell C.C.	558	5,859	2
Montgomery T.I.	3,273	34,366	15
Nash T.I.	6,531	68,575	18
Pamlico T.I.	5,351	56,185	91
Piedmont T.I.	3,573	37,516	6
Pitt T.I.	11,494	120,687	13
Randolph T.I.	8,488	89,124	18
Richmond T.I.	10,337	108,538	18
Roanoke-Chowan T.I.	4,663	48,961	12
Robeson T.I.	8,763	92,011	15
Rockingham C.C.	17,668	185,514	20
Rowan T.I.	9,570	100,486	11
Sampson T.I.	5,946	62,434	16
Sandhills C.C.	20,379	213,980	17

(Continued next page)

6. LIBRARY BOOKS ACQUISITION THROUGH JUNE 30, 1974 (cont'd)

Institution	Book Inventory	Estimated Cost @ $10.50 Per Volume	Book Per FTE Student June 30, 1974
Southeastern C.C.	22,630	237,6[illegible]	26
Southwestern T.I.	6,816	71,56[illegible]	15
Stanly T.I.	3,628	38,095	21
Surry C.C.	19,593	205,726	24
T.I. of Alamance	15,824	166,153	19
Tri-County T.I.	4,422	46,432	10
Vance-Granville T.I.	5,347	56,144	14
Wake T.I.	11,027	115,784	9
Wayne C.C.	19,514	204,898	13
Western Piedmont C.C.	15,966	167,644	20
Wilkes C.C.	19,664	206,473	18
Wilson County T.I.	12,448	130,7[illegible]	21
TOTAL	616,674	6,475,077	13.5

7. ESTIMATE OF STATE EXPENDITURES FOR 1974-75 AND BUDGET REQUESTS FOR THE BIENNIUM 1975-77

An estimate of current expense and of equipment and library book expense for 1973-75, pending change budget requests for each year of the 1975-77 Biennium, and the now pending capital improvement request are shown in the following table. Estimated expenditures for 1974-75 are $120,435,706. The base budget request for the 1975-77 Biennium totals $237,893,894 and the change budget request for the same period totals $338,845,452. A total of over 68 million dollars for capital improvement was requested.

	Budget 1974-75	Budget Requests		
		1975-76	1976-77	Total
Continuation Budget				
Current Expense	108,207,518	106,687,399	106,750,119	213,437,518
Equipment and Books	12,228,188	12,228,188	12,228,188	24,456,376
Total	120,435,706	118,915,587	118,978,307	237,893,894
Expansion Budget				
Current Expense		122,337,170	146,497,253	268,834,423
Equipment and Books		43,442,745	26,568,284	70,011,029
Total		165,779,915	173,065,537	338,845,452
Capital Improvement	35,418,187	68,412,936		68,412,936
TOTAL	155,853,893	353,108,438	292,043,844	645,152,282

82

8. STATISTICAL SUMMARY
of
Financial Data

	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Total Current Expense	$ 6,037,422	$ 9,190,198	$14,863,896	$17,967,471	$22,372,863	$28,537,046	$39,826,089	$50,828,124	$59,971,508	$68,445,014	$87,042,875
Less: Student Receipts	366,959	587,047	1,161,722	1,658,883	2,079,627	2,593,321	2,974,932	3,830,983	4,510,813	5,083,180	6,235,384
Less: Other Receipts		136,552	13,073	27,350	9,007	17,325	50,110	30,190	231,768	128,284	156,933
Less: Federal Receipts	1,745,108	2,400,289	4,861,534	5,230,004	3,831,209	3,996,855	3,700,234	5,297,544	5,551,680	6,621,666	2,635,113
State Appropriation	$ 3,925,355	$ 6,066,310	$ 8,827,567	$11,051,234	$16,453,020	$21,929,545	$33,100,813	$41,669,407	$49,677,247	$56,611,884	$78,015,445
Local Current Expenditures			$ 1,493,582	$ 2,122,756	$ 2,950,628	$ 3,756,048	$ 4,789,639	$ 5,779,730	$ 6,985,804	$ 7,010,804	$ 7,500,000 * *Estimate

Number and estimated cost of library books (state funds)

	Through June 30, 1974
(1) Number of books	616,674
(2) Total estimated cost of books	$6,475,077
(3) Books per curr. FTE students (Average)	13.5

Equipment Inventory (State funds) through June 30, 1974

(1) General	$ 8,399,073
(2) Adult Education	534,304
(3) College Transfer	1,895,035
(4) Occupational Education	21,553,770
(5) Specialty Education	563,165
Total	$32,945,347

Construction Costs through June 30, 1974

	Dollars	%
(1) Local	$ 79,180,599	50
(2) State	38,378,000	24
(3) Vocational Education	8,307,470	5
(4) Other	32,820,417	21
Total	$158,686,486	100

Estimate of state expenditures and budget requests			
(1) Estimate of state expenditures for 1974-75			
Current Operations	$108,415,174		
Equipment and library books	12,288,188		
Total	$120,643,362		
(2) Budget requests for the 1975-77 biennium	1975-76	1976-77	Total
Base budget current expense	$106,687,399	$106,750,119	$213,437,518
Equipment and library books	4,516,458	4,516,458	9,032,916
Total	$111,203,857	$111,266,577	$222,470,434
Change budget current expense	$122,337,170	$146,497,253	$268,834,423
Equipment and library books	43,442,745	26,568,284	70,011,029
Capital improvement	68,412,936		68,412,936
Total	$234,192,851	$173,065,537	$407,258,388

B. STUDENT ENROLLMENT DATA

The institutions in the Community College System will admit anyone who is a high school graduate, or who is eighteen years old or older. Within the institution, there is selective placement in programs, depending on the individual's interests, aptitudes, and previous educational background.

Special arrangements can be made between the institution and the local public school to enroll certain school dropouts between the ages of sixteen and eighteen. People served by institutions include the following:

- High school graduates or school dropouts who wish to prepare for trade level employment.
- High school graduates who wish to prepare for technician level employment.
- High school graduates who desire the first two years of college training (community colleges only).
- Adults who wish to complete grade levels 1-8.
- Adults seeking high school diplomas.
- Employed adults who wish to upgrade their skills
- Adults seeking general cultural and citizenship level improvement.

1. Average Annual Enrollment by Type of Program

The chart on page 39 shows the full-time equivalent (FTE)

students in each program area for the 1973-74 school year. One FTE is an enrollment of sixteen hours per week for forty-four weeks or a full four-quarter year. Because so many of the students attend class on a part-time basis, it is necessary to equate them to "typical" full-time students. The full-time equivalent (FTE) was the means developed to standardize reporting. One full-time equivalent (FTE) is representative of the amount of time a full-time student attends class. Several part-time students make only one FTE.

2. Enrollment Growth

Since the enactment of G.S. 115A in 1963 establishing the North Carolina Community College System, enrollment has increased from 7,781 FTE students in sixteen industrial education centers to 78,863 FTE students in fifty-seven community colleges and technical institutes (end of 1973-74 school year). The institutions in the Community College System now include seventeen community colleges and forty technical institutes. Ninety-seven percent of the population now live within commuting distance of one of these institutions. Projected FTE enrollment indicates 117,000 FTE students by 1976-77.

Enrollment growth and projections by both FTE and unduplicated headcount through 1976-77 is depicted for the system of institutions in the tables and charts on pages 40-42. Enrollment growth by unduplicated headcount and average annual FTE (end of quarter report) for 1972-73 and 1973-74 is shown for each program in chart 3 on page 40. Tables showing the unduplicated headcount (1966-1974) and FTE (1965-1974) enrollment by institutions are on pages 43-46.

3. Geographic Origin of Students, 1973 Fall Curriculum Enrollment

Institutions of the Community College System are mainly considered "drive-in" institutions. In most cases, students who must move are able to find living accommodations near the campus; however, the number of students who must have room and board is relatively small. In the fall quarter of 1973, 71.5 percent of the curriculum students attending community colleges and technical institutes came from the county in which the institution is located. Another 19.8 percent were from adjacent counties, making a total of 91.3 percent from the home or adjacent counties. Only 5.9 per-

cent came from other North Carolina counties, and 2.9 percent were from other states.

The geographic origin of curriculum students for the fall of 1973 is shown on page 47.

4. Enrollment by Sex, Race, and Type of Program

The table on page 48 shows that, in 1973-74, 76.9 percent of the students enrolled were white students, whereas 23.1 percent were non-white. The table shows 50.4 percent of the students are male and 49.6 percent, female.

5. Community College Transfer—Fall 1971, 1972, and 1973

One of the primary objectives of a community college is to offer the first two years of liberal arts and pre-professional programs to prepare students for transfer to a four-year college or university. For fall 1971, community college transfers increased to 1,619, and for fall 1972, there were 1,930 transfers from fifteen community colleges. For fall 1973, there were 2,093 transfers from seventeen community colleges, an eight percent increase over the previous fall.

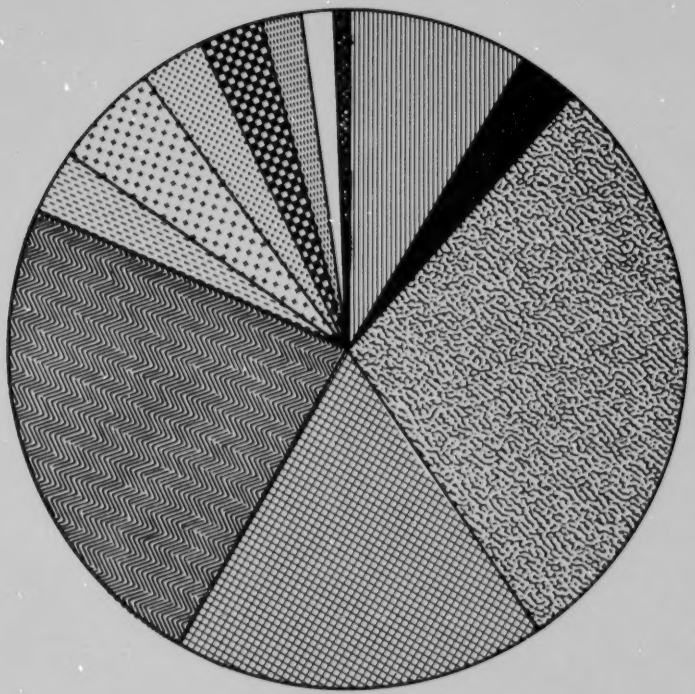
Total transfers from public and private senior colleges and universities to community colleges for fall 1971 were 1,341, and for fall 1972, the total was 1,417. Total transfers for fall 1973 were 1,524. This total included transfers from public senior institutions in North Carolina, private senior institutions in North Carolina, and out-of-state institutions.

Transfer tables are shown on pages 49-50.

6. Growth of the System

Growth of the Community College System from the date of its establishment in 1963 through 1972-74 is shown on page 52.

1. AVERAGE ANNUAL FTE
1973-1974



PROGRAM	FTE	PERCENT	PROGRAM	FTE	PERCENT
College Transfer	6,983	8.9%	Other Academic Extension	3,990	5.1%
General Education	1,945	2.5%	Learning Lab.	2,507	3.2%
Technical	22,619	28.7%	Adult Basic Education	2,488	3.1%
Vocational	14,257	18.1%	MDTA	1,691	2.1%
Occupational Extension	18,240	23.1%	New & Expanding Industry	1,028	1.3%
Adult High School	2,372	3.0%	Self-Supporting Recreational	743	.9%
			Total	78,863	100.0%

2. ENROLLMENT GROWTH OF THE COMMUNITY COLLEGE SYSTEM, 1965-66 THROUGH 1976-77

Items	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75*	1975-76*	1976-77*
Full-Time Equivalent Enrollment	25,704	28,250	32,756	40,061	47,857	59,329	69,579	73,959	78,863	95,000	106,000	117,000
Number of Institutions in Full Operation	31	43	50	53	54	54	55	56	57	57	57	57
Percent Annual Enrollment Increase	101%	10%	28%	22%	19%	24%	17%	6%	7%	20%	12%	10%

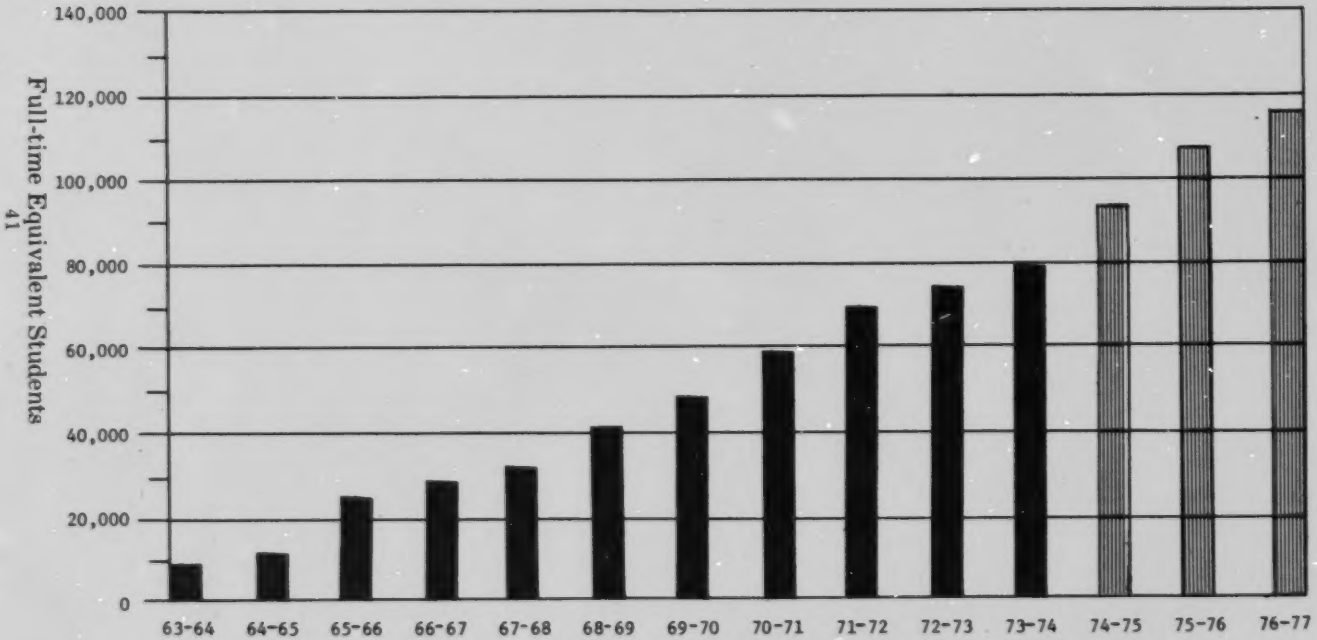
*Projected figures for these years.

3. ENROLLMENT GROWTH BY PROGRAM AREA, 1972-73 AND 1973-74 SCHOOL YEARS

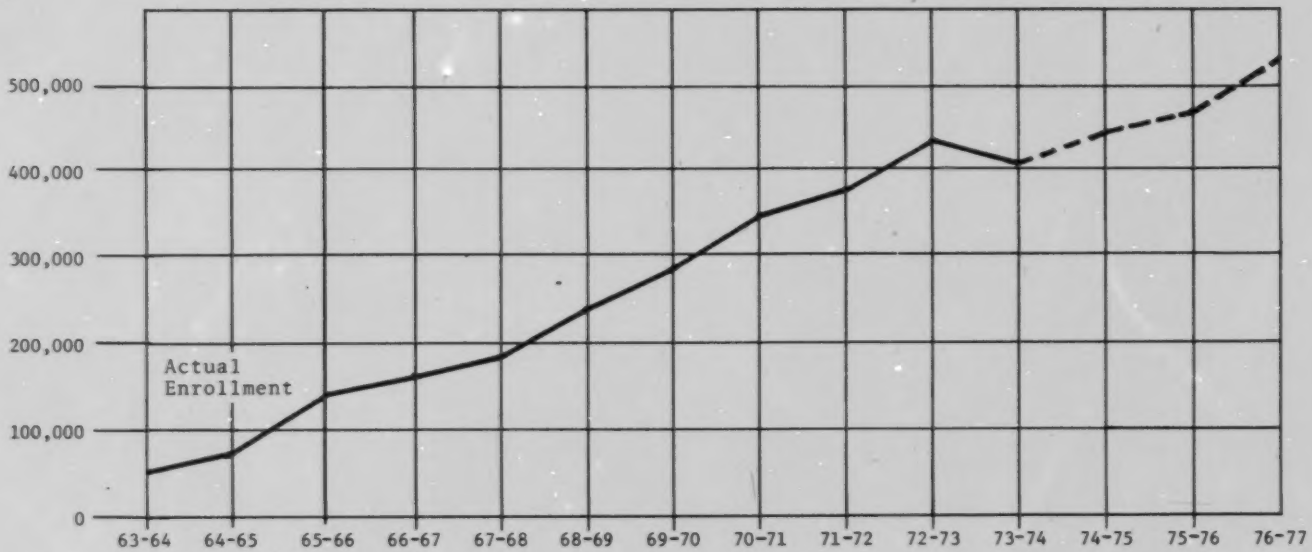
STUDENT ENROLLMENT				Program Area	END-OF-QUARTER FTE			
1972-73	Percent Growth	1973-74	Percent of Total		1972-73	Percent Growth	1973-74	Percent of Total
12,836	7.0	13,734	3.4	College Transfer	7,072	− 1.3	6,983	8.8
16,980	30.6	22,179	5.6	General Education	1,130	72.1	1,945	2.5
34,360	23.7	42,503	10.6	Technical	19,448	16.3	22,619	28.7
20,290	7.0	21,711	5.4	Vocational	13,330	6.9	14.257	18.1
84,466	18.5	100,127	25.0	Curriculum Total	40,980	11.8	45,804	58.1
55,036	2.7	56,532	13.5	Fundamental Education[2]	7,352	0.3	7,367	9.3
141,466	−62.7	52,708	12.6	Other Academic Extension[3]	9,763	−59.1	3,990	5.1
171,461	17.4	201,280	48.0	Occupational Extension[4]	15,864	32.1	20,959	26.6
—	—	3,932	0.9	Recreational Extension	—	—	743	0.9
346,708	−13.4	300,093[1]	75.0	Extension Total	32,979	0.2	33,059	41.9
431,174	− 7.2	400,220	100.0	Total	73,959	6.6	78,863	100.0

[1] Extension students enrolled in more than one extension program are counted in each program in which enrolled, but are counted only once in the extension total.
[2] Includes Adult Basic Education (Grades 1 through 8), Adult High School Programs, and Learning Laboratory.
[3] Other Academic Extension for 1973-74 is compared to General Adult Extension and Self-Supporting enrollment for 1972-73.
[4] Includes Occupational Extension, Manpower Development and Training (MDTA), and New and Expanding Industry Programs.

4. ENROLLMENT GROWTH
Average Annual FTE
Actual 1963-64 Through 1973-74;
Projected 1974-75 Through 1976-77



5. ENROLLMENT GROWTH AND PROJECTIONS—UNDUPLICATED HEAD COUNT



YEAR	ENROLLMENT	GROWTH	PERCENT GROWTH
1963-64	52,870	17,870	33.7
1964-65	79,117	26,247	49.6
1965-66	151,200	72,083	91.1
1966-67	166,033	14,833	9.0
1967-68	189,276	26,243	13.9
1968-69	240,851	51,575	27.2
1969-70	293,602	52,751	21.9
1970-71	358,014	64,412	21.9
1971-72	387,279	29,265	8.2
1972-73	431,174	43,895	11.3
1973-74	400,220	-30,954	-7.2
1974-75	440,000	39,780	9.9
1975-76	475,000	35,000	8.0
1976-77	505,000	30,000	6.3

6. TOTAL UNDUPLICATED HEADCOUNT BY INSTITUTION, 1966-67 THROUGH 1973-74

Institution	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Anson T.I.	1,284	1,849	1,538	1,830	3,022	2,874	3,748	2,711
Asheville-Buncombe T.I.	7,627	6,519	6,487	6,220	7,850	8,391	7,826	6,998
Beaufort County T.I.	1,511	3,410	3,262	5,457	5,053	3,949	5,713	4,976
Bladen T.I.		354	1,189	1,318	1,849	2,367	2,499	2,548
Blue Ridge T.I.				379	2,858	4,639	4,330	4,119
Caldwell C.C. and T.I.	3,551	4,132	6,158	8,215	10,398	9,734	12,919	11,859
Cape Fear T.I.	6,812	7,502	9,992	10,930	13,023	13,579	13,284	11,754
Carteret T.I.	2,272	2,365	2,250	2,585	2,423	2,603	3,016	3,547
Catawba Valley T.I.	5,238	6,720	8,514	11,986	13,226	16,568	16,286	12,260
Central Carolina T.I.	3,259	4,440	4,816	4,859	5,528	10,310	10,563	11,225
Central Piedmont C.C.	11,230	13,327	20,175	24,506	27,275	26,190	31,762	33,191
Cleveland County T.I.	1,714	1,775	1,953	3,351	3,582	4,062	4,974	5,587
Coastal Carolina C.C.	9,113	10,624	24,647	24,117	29,149	23,754	27,573	22,520
College of The Albemarle	2,663	3,932	4,877	6,175	8,341	5,852	6,308	5,484
Craven C.C.	2,529	2,974	2,864	3,190	4,982	7,205	7,101	6,689
Davidson County C.C.	2,966	4,442	5,470	7,650	9,165	10,979	11,966	10,503
Durham T.I.	7,485	7,478	6,853	6,633	6,417	6,570	7,307	6,389
Edgecombe T.I.			2,633	3,256	5,197	3,100	5,521	4,154
Fayetteville T.I.	5,675	6,030	5,533	6,588	7,114	8,521	10,811	16,167
Forsyth T.I.	7,603	7,193	8,001	7,989	9,812	11,494	11,520	11,614
Gaston College	6,062	6,578	6,600	8,493	9,292	13,392	14,293	10,753
Guilford T.I.	2,454	3,819	5,480	6,780	13,548	17,702	19,658	16,809
Halifax County T.I.		362	2,888	3,873	4,327	4,913	4,397	4,539
Haywood T.I.	1,740	1,878	2,766	3,110	3,575	4,285	4,180	3,717
Isothermal C.C.	2,521	2,427	3,049	3,339	4,303	4,035	4,083	3,616
James Sprunt Institute	2,315	2,332	2,608	3,210	4,442	4,359	3,894	3,413
Johnston T.I.				3,464	4,882	7,937	8,346	6,917
Lenoir C.C.	4,459	4,988	5,397	7,889	10,596	11,232	11,774	8,659
McDowell T.I.	1,554	1,472	1,665	2,021	2,646	2,791	2,608	1,857
Martin T.I.		395	2,130	2,742	2,872	4,190	4,550	3,406

(Continued next page)

6. TOTAL UNDUPLICATED HEADCOUNT BY INSTITUTION, 1966-67 THROUGH 1973-74 (cont'd)

Institution	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Mayland T.I.						1,650	1,838	2,343
Mitchell C.C.								3,930
Montgomery T.I.		49	1,122	1,595	1,533	1,812	1,622	1,484
Nash T.I.		443	1,819	2,507	2,834	3,948	3,724	3,432
Pamlico T.I.	671	957	1,162	1,174	1,248	1,316	1,366	1,022
Piedmont T.I.					2,242	3,713	5,051	4,487
Pitt T.I.	6,752	7,039	5,763	8,001	9,165	7,841	9,378	7,144
Randolph T.I.	2,264	2,480	3,131	3,843	4,230	5,465	6,012	5,653
Richmond T.I.	2,670	2,552	2,873	4,939	5,141	5,766	6,196	6,033
Roanoke-Chowan T.I.		1,033	1,939	3,131	3,619	4,666	4,909	4,282
Robeson T.I.	1,525	2,349	3,425	4,537	4,546	4,582	5,768	5,697
Rockingham C.C.	2,613	3,645	4,011	4,438	6,228	5,245	6,796	5,951
Rowan T.I.	5,731	4,098	5,701	5,492	6,747	6,753	8,339	9,241
Sampson T.I.	1,763	2,595	2,619	4,576	6,682	3,742	5,020	3,617
Sandhills C.C.	3,538	3,467	3,928	4,896	5,903	5,750	6,126	6,141
Southeastern C.C.	4,380	4,280	3,969	4,488	4,893	6,529	6,869	5,557
Southwestern T.I.	2,274	2,288	4,117	3,539	4,173	4,743	5,010	4,154
Stanly T.I.						661	2,791	4,462
Surry C.C.	2,171	2,878	3,577	4,901	5,639	6,116	7,695	7,047
T.I. of Alamance	3,616	4,913	5,664	6,730	8,405	7,054	7,220	6,465
Tri-County T.I.	1,080	1,397	1,510	2,211	3,139	2,687	3,469	2,697
Vance-Granville T.I.				1,669	2,930	4,875	5,077	5,325
Wake T.I.	5,571	4,463	4,075	3,543	4,507	5,585	5,997	5,166
Wayne C.C.	4,945	6,790	8,638	8,307	9,849	11,123	10,410	9,208
Western Piedmont C.C.	2,099	2,903	4,439	6,876	6,351	5,826	7,812	9,083
Wilkes C.C.	1,750	2,530	3,066	5,065	5,739	6,605	7,530	6,804
Wilson County T.I.	6,983	6,810	4,508	4,989	5,524	5,669	6,339	5,814
Total	166,033	189,276	240,851	293,602	358,014	387,279	431,174	400,220

7. ENROLLMENT GROWTH BY INSTITUTION
TOTAL AVERAGE ANNUAL FTE

Institution	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Anson T.I.	302	235	163	181	207	302	337	377	521
Asheville-Buncombe T.I.	1,729	1,288	1,248	1,227	1,199	1,286	1,570	1,681	1,777
Beaufort County T.I.	65	207	438	660	1,113	1,262	1,077	1,005	1,270
Bladen T.I.			28	179	293	324	428	391	489
Blue Ridge T.I.					26	285	482	649	880
Caldwell C.C. and T.I.	174	281	547	722	907	1,180	1,288	1,324	1,423
Cape Fear T.I.	657	811	966	1,409	1,758	2,056	2,661	2,854	2,724
Carteret T.I.	499	437	479	440	504	544	554	647	728
Catawba Valley T.I.	756	816	986	1,192	1,417	1,665	1,839	1,896	1,695
Central Carolina T.I.	611	536	686	786	935	1,161	1,567	1,641	2,324
Central Piedmont C.C.	2,370	2,310	3,240	4,038	5,139	6,519	6,707	7,089	7,458
Cleveland County T.I.	125	228	299	339	394	482	612	687	1,121
Coastal Carolina C.C.	252	353	539	1,015	1,269	1,853	2,488	2,838	2,138
College of the Albemarle	659	726	776	843	938	1,122	1,232	1,163	1,056
Craven C.C.	205	301	411	417	578	721	931	984	1,153
Davidson County C.C.	319	475	687	1,018	1,209	1,418	1,533	1,645	1,690
Durham T.I.	1,104	933	1,232	1,048	1,114	1,328	1,350	1,437	1,471
Edgecombe T.I.			6	247	289	590	913	907	1,028
Fayetteville T.I.	1,410	1,049	1,149	1,688	1,696	1,890	2,032	2,488	3,460
Forsyth T.I.	1,266	1,389	1,505	1,640	1,584	1,949	2,114	2,164	2,260
Gaston College	1,482	1,322	1,478	1,369	1,548	1,943	2,100	2,116	2,074
Guilford T.I.	740	917	966	1,247	1,554	2,364	2,765	2,972	3,226
Halifax County T.I.			44	392	581	728	845	860	791
Haywood T.I.	132	284	348	445	622	681	807	900	952
Isothermal C.C.	153	213	348	508	566	684	714	739	743
James Sprunt Institute	345	418	360	438	508	568	733	817	899
Johnston T.I.					350	720	1,049	1,184	1,502
Lenoir C.C.	521	732	937	1,189	1,381	1,973	2,319	2,422	2,063
McDowell T.I.	236	473	202	208	268	322	420	479	326
Martin T.I.			14	366	422	513	657	681	614

(Continued next page)

7. ENROLLMENT GROWTH BY INSTITUTION
TOTAL AVERAGE ANNUAL FTE (cont'd)

Institution	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Mayland T.I.							97	218	387
Mitchell C.C.									814
Montgomery T.I.				155	262	265	307	300	405
Nash T.I.			38	227	363	398	513	551	614
Pamlico T.I.	105	146	106	199	169	229	218	249	238
Piedmont T.I.						246	1,144	1,171	1,005
Pitt T.I.	1,511	1,026	1,020	814	1,120	1,615	1,523	1,607	1,601
Randolph T.I.	362	295	349	461	543	691	820	881	1,114
Richmond T.I.	435	350	539	572	870	981	1,141	1,183	1,149
Roanoke-Chowan T.I.			55	254	493	627	872	886	842
Robeson T.I.	138	898	433	697	863	790	1,039	978	1,134
Rockingham C.C.	382	497	774	1,029	1,128	1,202	1,212	1,211	1,261
Rowan T.I.	764	737	678	724	787	989	1,098	1,144	1,378
Sampson T.I.	139	364	494	508	530	660	724	910	929
Sandhills C.C.	389	774	923	958	1,184	1,371	1,527	1,552	1,712
Southeastern C.C.	489	796	859	985	1,049	1,255	1,458	1,441	1,287
Southwestern T.I.	161	325	299	378	460	570	702	766	784
Stanly T.I.							50	286	729
Surry C.C.	84	317	488	630	666	821	1,018	1,085	1,153
T.I. of Alamance	833	865	917	979	1,025	1,288	1,370	1,459	1,407
Tri-County T.I.	111	183	167	225	319	473	870	892	730
Vance-Granville T.I.					102	311	585	632	814
Wake T.I.	1,175	995	1,057	1,041	1,084	1,261	1,455	1,530	1,522
Wayne C.C.	971	1,073	1,146	1,622	1,653	1,744	2,060	2,143	2,157
Western Piedmont C.C.	85	380	629	812	993	1,150	1,282	1,284	1,432
Wilkes C.C.	78	301	522	662	914	1,052	1,358	1,563	1,515
Wilson County T.I.	1,380	1,193	1,181	880	890	907	1,032	1,000	885
Total	25,704	28,250	32,756	40,061	47,836	59,329	69,579	73,959	78,863

8. GEOGRAPHIC ORIGIN OF STUDENTS
1973 FALL QUARTER CURRICULUM STUDENTS

Institution	County of Inst.	Adj. Counties	Other NC Counties	Out of State	No. of Students
Anson T.I.	60.3	35.5	3.3	0.9	214
Asheville-Buncombe T.I.	77.8	16.6	3.9	1.7	1,327
Beaufort County T.I.	66.5	22.6	10.5	0.4	466
Bladen T.I.	93.2	6.0	0.8	0.0	265
Blue Ridge T.I.	82.7	15.9	0.9	0.6	346
Caldwell C.C. & T.I.	70.5	26.7	2.2	0.6	1,037
Cape Fear T.I.	59.8	12.7	15.2	12.3	640
Carteret T.I.	77.1	17.4	1.6	3.9	512
Catawba Valley T.I.	61.3	34.3	3.1	1.3	1,337
Central Carolina T.I.	48.1	29.0	20.6	2.3	835
Central Piedmont C.C.	82.5	11.4	3.5	2.6	9,737
Cleveland County T.I.	87.0	9.5	0.6	2.9	839
Coastal Carolina C.C.	63.5	4.4	4.8	27.3	1,403
College of Albemarle	49.0	20.4	25.3	5.3	893
Craven C.C.	87.2	9.1	1.4	2.3	725
Davidson County C.C.	24.8	41.2	3.3	0.7	1,375
Durham T.I.	64.7	21.8	9.7	3.8	1,228
Edgecombe T.I.	82.3	17.0	0.7	0.0	578
Fayetteville T.I.	91.3	6.5	1.6	0.6	3,282
Forsyth T.I.	72.8	21.4	4.2	1.6	1,339
Gaston College	77.5	17.1	3.4	2.0	2,234
Guilford T.I.	82.1	13.7	2.8	1.4	2,182
Halifax County T.I.	75.7	18.3	3.0	3.0	465
Haywood T.I.	62.0	13.3	14.4	10.4	536
Isothermal C.C.	85.4	13.6	0.6	0.4	545
James Sprunt Inst.	77.7	16.5	5.1	0.7	431
Johnston T.I.	72.2	19.2	8.0	0.6	551
Lenoir C.C.	58.1	32.4	8.8	0.7	1,615
Martin T.I.	43.5	30.0	26.0	0.5	443
Mayland T.I.	41.0	55.9	3.1	0.0	254
McDowell T.I.	90.3	8.6	1.1	0.0	186
Mitchell C.C.	58.1	16.6	20.4	4.9	632
Montgomery T.I.	78.1	11.6	8.5	1.8	224
Nash T.I.	74.7	23.8	1.3	0.2	593
Pamlico T.I.	73.1	23.9	3.0	0.0	67
Piedmont T.I.	57.0	31.8	9.8	1.4	833
Pitt T.I.	71.2	14.7	13.0	1.1	1,026
Randolph T.I.	65.5	14.4	17.1	2.9	554
Richmond T.I.	65.4	27.0	5.1	2.5	691
Roanoke-Chowan T.I.	46.7	41.1	10.2	2.0	343
Robeson T.I.	92.1	6.0	1.6	0.3	583
Rockingham C.C.	78.0	19.1	0.6	2.3	1,260
Rowan T.I.	68.2	28.9	1.5	1.4	1,040
Sampson T.I.	89.5	8.7	1.1	0.7	440
Sandhills C.C.	52.6	30.7	15.7	1.0	1,353
Southeastern C.C.	60.0	31.3	6.1	2.6	1,086
Southwestern T.I.	24.3	55.8	8.2	1.7	703
Stanly T.I.	95.7	3.3	0.5	0.5	211
Surry C.C.	67.2	26.6	2.0	4.2	1,284
T.I. of Alamance	74.1	18.4	6.5	1.0	961
Tri-County T.I.	54.8	20.8	3.7	20.7	458

Continued next page

8. GEOGRAPHIC ORIGIN OF STUDENTS
1973 FALL QUARTER CURRICULUM STUDENTS (cont'd)

Institution	County of Inst.	Adj. Counties	Other NC Counties	Out of State	No. of Students
Vance-Granville T.I.	50.0	42.6	7.2	0.2	418
Wake Technical Inst.	77.1	13.2	8.6	1.1	1,360
Wayne C.C.	65.2	15.1	14.5	5.2	1,738
Western Piedmont C.C.	66.6	27.6	4.9	0.9	1,371
Wilkes C.C.	55.6	38.3	2.1	4.0	1,608
Wilson County T.I.	71.4	23.5	4.3	0.8	731
TOTAL	71.5	19.8	5.9	2.9	59,388

9. ENROLLMENT BY SEX, RACE, AND TYPE OF PROGRAM

1972-73

Instructional Area	Unduplicated Headcount*	White	Non White	Male	Female
College Transfer	12,826	88.9%	11.1%	64.1%	35.9%
General Education	16,990	86.7%	13.3%	47.1%	52.9%
Technical	34,360	79.7%	20.3%	57.5%	42.5%
Vocational	20,290	70.8%	29.2%	70.2%	29.8%
Curriculum Subtotal	84,466	80.4%	19.6%	59.5%	40.5%
Adult Education Extension	55,036	57.7%	42.3%	51.4%	48.6%
General Adult Extension	141,466	78.0%	22.0%	27.8%	72.2%
Occupational Extension	171,461	79.7%	20.3%	54.5%	45.5%
Extension Subtotal	346,708	76.1%	23.9%	44.4%	55.6%
TOTAL	431,174	77.0%	23.0%	47.4%	52.6%

1973-74

College Transfer	13,734	88.7%	11.3%	60.5%	39.5%
General Education	22,179	87.8%	12.2%	43.1%	56.9%
Technical	42,503	79.5%	20.5%	60.8%	39.2%
Vocational	21,711	71.0%	29.0%	74.4%	25.6%
Curriculum Subtotal	100,127	80.8%	19.2%	59.8%	40.2%
Fundamental	56,532	59.0%	41.0%	56.3%	43.7%
Other Academic Extension	52,708	84.9%	15.1%	25.3%	74.7%
Occupational	201,280	77.3%	22.7%	49.9%	50.1%
Recreational Extension	3,932	89.6%	10.4%	31.5%	68.5%
Extension Subtotal	300,093	75.6%	24.4%	47.3%	52.7%
TOTAL	400,220	76.9%	23.1%	50.4%	49.6%

10. TRANSFER STUDENTS FROM COMMUNITY COLLEGE INSTITUTIONS TO NORTH CAROLINA SENIOR COLLEGES AND UNIVERSITIES

Institution	Fall 1971			Fall 1972			Fall 1973		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
Caldwell C.C. & T.I.	1	4	5	23	4	27	27	4	31
Central Piedmont C.C.	224	22	246	237	31	268	349	37	386
Coastal Carolina C.C.	12	2	14	34	2	36	48	4	52
College of the Albemarle	93	13	106	90	9	99	69	10	79
Craven CC *							8	0	0
Davidson County C.C.	72	39	111	94	36	130	83	33	116
Gaston College	124	42	166	107	44	151	105	50	155
Isothermal C.C.	51	14	65	31	17	48	42	17	59
Lenoir C.C.	80	27	107	103	19	122	86	9	95
Mitchell C.C.							70	36	106
Rockingham C.C.	81	9	90	72	17	89	98	21	119
Sandhills C.C.	137	21	158	123	32	155	151	20	171
Southeastern C.C.	140	3	143	126	17	143	138	18	156
Surry C.C.	37	7	44	65	13	78	71	9	80
Wayne C.C.	27	11	38	41	26	67	40	31	71
Western Piedmont C.C.	63	11	74	52	15	67	55	14	69
Wilkes C.C.	78	9	87	77	2	79	69	4	73
Technical Institutes	106	59	165	260	111	371	189	78	267
TOTAL**	1,326	293	1,619	1,535	395	1,930	1,698	395	2,093

* College transfer programs were initially offered in Fall quarter 1973.
** Compares to 894 transfers in 1969 and 1,182 in 1970.

11. TRANSFER STUDENTS FROM NORTH CAROLINA PUBLIC AND PRIVATE SEN[illegible] COLLEGES AND UNIVERSITIES TO COMMUNITY COLLEGES

Institution	Fall 1971			Fall 1972			Fall 1973		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
Caldwell C.C.	11	9	20	15	7	22	10	5	15
Central Piedmont C.C.	178	65	243	180	67	247	183	73	256
Coastal Carolina C.C.	52	8	60	49	10	59	47	10	57
College of the Albemarle	12	3	15	12	3	15	5	3	8
Craven C.C.*							25	5	30
Davidson County C.C.	45	34	79	79	65	144	58	37	95
Gaston College	39	17	56	84	37	121	33	21	54
Isothermal C.C.	11	2	13	8	4	12	10	6	16
Lenoir C.C.	68	16	84	55	22	77	80	19	99
Mitchell C.C.							12	3	15
Rockingham C.C.	28	21	49	16	11	27	16	4	20
Sandhills C.C.	33	18	51	20	8	28	19	13	32
Southeastern C.C.	33	17	50	37	12	49	21	8	29
Surry C.C.	18	6	24	11	11	22	29	11	40
Wayne C.C.	79	14	93	27	12	39	48	17	65
Western Piedmont C.C.	20	9	29	46	11	57	20	6	26
Wilkes C.C.	20	10	30	13	7	20	24	17	41
TOTAL	647	249	896	652	287	939	640	258	898
Out-of-State Transfers			445			478			626
GRAND TOTAL**			1,341			1,417			1,524

* College transfer programs were initially offered in Fall quarter 1973.

** Compares to 866 transfers in 1969 and 1,343 in 1970.

12. Summary of Enrollment Data

	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
1. Enrollment (FTE)	25,704	28,250	32,756	40,061	47,857	59,329	69,579	73,959	78,863
2. Enrollment (Unduplicated Headcount)		166,033	189,276	240,851	293,602	358,014	387,279	431,174	400,220
3. Geographic origin of students Fall quarter curriculum enrollment									
a. Percent of students from county of institutions			65.7	66.0	66.6	68.6	69.3	69.5	71.5
b. Percent of students from adjacent counties			21.6	22.1	22.7	22.1	21.3	21.1	19.8
c. Percent of students from other N.C. counties			9.7	8.9	8.0	7.0	6.7	6.4	5.9
d. Percent of students from other states			3.0	3.0	2.7	2.3	2.7	3.0	2.9
4. Enrollment by sex, race, for all programs									
a. White				76.2	78.1	78.9	78.3	77.0	76.9
b. Non-white				23.8	21.9	21.1	21.7	23.0	23.1
c. Male				53.1	50.8	50.0	49.6	47.4	50.4
d. Female				46.9	49.2	50.0	50.4	52.6	49.6
5. Community College transfers									
a. Transfer students from community college institutions to N.C. senior colleges and universities									
(1) Public					730	989	1,326	1,535	1,698
(2) Private					164	193	293	395	395
Total					894	1,182	1,619	1,930	2,093
b. Transfer students from N.C. public and private senior colleges and universities to community college institutions									
(1) Public					382	578	647	652	640
(2) Private					235	310	249	287	258
Total					617	888	896	939	898

Enrollment projections	1974-75	1975-76	1976-77
(1) FTE	95,000	106,000	117,000
(2) Unduplicated Headcount	440,000	475,000	505,000

13. GROWTH OF THE COMMUNITY COLLEGE SYSTEM, 1963-64 - 1973-74

Year	Number of Institutions	Percent Increase*	Institutional Positions	Percent Increase*	Students	Percent Increase*	Departmental Positions	Percent Increase*
1963-64	24	—	520	—	52,870	—	85	—
1964-65	26	8%	743	43%	79,117	50%	97	14%
1965-66	31	19	1,132	52	151,200	91	113	16
1966-67	43	39	1,540	36	166,033	10	114	1
1967-68	50	16	2,226	45	189,276	14	125	10
1968-69	50	0	2,671	20	240,851	27	133	6
1969-70	54	8	3,185	19	293,602	22	142	7
1970-71	54	0	3,608	13	358,014	22	151	6
1971-72	56	4	4,363	21	387,279	8	151	0
1972-73	56	0	5,012	15	431,174	11	156	3
1973-74	57	2	5,786	15	400,220	7	152	—2.5
1973-74 TOTAL**	57	138%	5,786	1,013%	400,220	657%	152	79%

* Percent Growth Over Previous Year
** Percent Growth Over 1963-64

14. SUMMARY OF SYSTEM'S GROWTH

	1963-64	1973-74	Percent Growth
a. Number of institutions	24	57	138%
b. Institutional Positions	520	5,786	1,013%
c. Students	52,870	400,220	657%
d. Department Positions	85	151	78%

C. SPACE UTILIZATION

During the 1971 and 1973 school years the community colleges and technical institutes continued to use their facilities at more than designated capacity.

The North Carolina State Commission on Higher Education Facilities annually conducts and publishes a facilities inventory and utilization study. The published data for 1971-1972 shows that the community college institutions have a capacity-enrollment ratio (square feet per clock hour) of 2.84 (1972) and 2.60 (1971) compared with a state-wide higher education average of 4.22 and 4.09 (the lower numbers represent better utilization).

The same study reports the community college institutions have eighty-three (1972) and seventy-eight (1971) assignable square feet of academic facilities per credit hour FTE compared with a state-wide higher education average of 109 and 106 (the lower numbers represent more utilization and need).

Explanation of Terms

The capacity/enrollment ratio measures the efficiency of use of educational facilities in gross terms. Although it is usually expressed as an abstract number, it could be referred to as square feet per student hour of instruction. It is a significant statistic and one that is used by governmental agencies in considering an institution's request for funds for equipment and buildings.

The capacity/enrollment ratio is obtained by dividing the assignable square feet of instructional and library facilities by the total scheduled student clock hours of instruction. A C/E ratio between 3.00 and 4.00 is considered desirable.

The number of assignable square feet of academic facilities per FTE student has been used by the U. S. Office of Education for several years as a planning factor. It is obtained by dividing the

assignable square footage by the number of FTE students (see page 37 for explanation of FTE). The norm is one hundred square feet of academic space per FTE student.

For more detailed information see the 1973-74 Facilities Inventory and Utilization Study available from the Assistant Vice President for Institutional Services, Department of Community Colleges.

1. CAPACITY/ENROLLMENT RATIO

Institution	ASF Instructional & Library Facilities	Total Student Clock Hours	Capacity / Enrollment Ratio				
			1972	1971	1970	1969	1968
Anson TI	13,846	3,488	3.97	7.91	7.07	5.34	9.93
Asheville-Bun. TI	80,213	23,511	3.41	3.17	2.75	3.50	3.63
Beaufort Co. TI	28,873	6,875	4.20	3.63	2.11	2.90	2.79
Bladen TI	15,513	3,596	4.31	2.76	2.97	4.76	4.31
Blue Ridge TI	16,419	6,899	2.38	2.33	4.30	—	—
Caldwell CC&TI	37,058	14,204	2.61	2.60	2.64	3.57	4.64
Cape Fear TI	44,802	23,741	1.89	1.55	1.68	1.72	1.89
Carteret TI	13,804	5,135	2.69	3.20	2.11	3.03	3.25
Catawba Vy. TI	61,453	21,850	2.81	2.82	2.32	1.83	2.24
C. Carolina TI	48,266	12,484	3.87	3.28	4.24	4.65	4.91
C. Piedmont CC	211,327	116,093	1.82	1.57	1.20	1.38	1.45
Cleveland Co. TI	22,461	7,667	2.93	2.11	3.28	2.70	3.50
Coastal Car. CC	39,014	16,204	2.41	1.97	2.18	3.89	3.19
Col Albemarle	68,939	16,779	4.11	2.87	2.83	3.35	3.46
Craven CC	25,441	9,610	2.65	3.09	1.80	2.38	3.17
Davidson Co. CC	59,362	24,357	2.44	2.00	2.12	2.25	3.03
Durham TI	44,370	20,648	2.15	2.17	2.50	2.78	3.25
Edgecombe TI	32,361	6,362	5.09	6.02	4.87	3.43	3.50
Fayettev'le TI	82,000	34,373	2.39	2.57	1.93	1.97	1.88
Forsyth TI	93,261	29,120	3.20	3.05	3.40	2.74	2.96
Gaston Col.	108,644	31,073	3.50	2.67	2.70	3.39	3.41
Guilford TI	89,352	31,400	2.85	2.99	3.54	5.37	4.80
Halifax Co. TI	21,052	7,798	2.70	2.57	2.60	2.47	3.85
Haywood TI	30,398	11,414	2.66	1.49	3.22	2.36	2.85
Isothermal CC	56,629	11,423	4.96	3.13	3.74	3.94	3.58
J. Sprunt I.	28,993	7,413	3.91	3.55	5.67	2.55	3.38
Johnston TI	29,754	8,102	3.67	3.96	7.17	—	—
Lenoir CC	68,418	30,819	2.22	2.21	1.79	1.88	2.26
Martin TI	46,772	8,525	5.49	4.45	2.03	5.58	6.46
Mayland TI	9,747	2,516	3.87	—	—	—	—

C2

1. Capacity/Enrollment Ratio (continued)

Institution	ASF Instructional & Library Facilities	Total Student Clock Hours	Capacity / Enrollment Ratio				
			1972	1971	1970	1969	1968
McDowell TI	17,008	3,742	4.55	2.69	3.16	2.89	4.74
Montgomery TI	7,132	2,497	2.86	2.54	3.18	5.97	5.30
Nash TI	25,715	5,200	4.95	5.16	3.56	2.17	5.76
Pamlico TI	8,316	1,884	4.41	3.42	3.12	3.43	3.94
Piedmont TI	14,696	3,857	3.81	3.50	2.45	—	—
Pitt TI	37,695	16,103	2.34	2.08	2.07	2.17	2.11
Randolph TI	29,697	9,968	2.98	2.86	2.81	3.42	3.89
Richmond TI	49,259	14,933	3.30	4.02	2.48	3.32	3.52
Roanoke-Cho. TI	20,730	7,868	2.63	2.68	2.98	3.14	4.47
Robeson TI	26,084	9,586	2.72	2.08	2.54	2.84	2.35
Rockingham CC	99,335	23,094	4.30	3.88	4.24	3.31	3.95
Rowan TI	47,391	16,060	2.95	2.52	2.99	3.13	2.53
Sampson TI	27,728	8,258	3.36	2.76	3.15	2.56	3.25
Sandhills CC	63,295	26,676	2.37	1.97	1.97	2.53	2.75
Southeastern CC	56,325	21,923	2.57	2.40	2.51	2.01	2.86
Southwestern TI	25,921	7,786	3.33	3.32	3.94	2.62	2.30
Stanly TI	14,863	3,067	4.85	—	—	—	—
Surry CC	47,796	13,615	3.51	2.89	2.32	3.17	3.83
TI Alamance	41,063	20,015	2.05	2.14	2.16	1.97	2.20
Tri-County TI	16,238	6,802	2.39	2.07	3.27	3.80	4.55
Vance Co. TI	16,932	7,479	2.26	2.92	3.83	—	—
Wayne CC	81,763	32,020	2.55	2.29	2.21	1.99	1.92
W. Piedmont CC	47,746	17,537	2.72	2.76	2.34	2.33	2.58
Wilkes CC	62,267	14,488	4.30	4.20	4.15	4.27	—
W.W. Holding TI (Wake)	56,297	26,094	2.16	2.55	2.79	2.76	2.88
Wilson Co. TI	52,433	12,954	4.05	3.68	5.16	4.40	2.63
SYSTEM TOTAL	2,522,267	886,985	2.84	2.60	2.52	2.68	2.85
STATE TOTAL	12,532,661	2,968,313	4.22	4.09	3.94	4.02	4.04

2. ASSIGNABLE SQUARE FEET OF ACADEMIC FACILITIES PER FTE STUDENT

Institution	ASF of Academic Facilities	Total FTE Enrollment	ASF of Facilities Per FTE Student				
			1972	1971	1970	1969	1968
Anson TI	17,182	151	114	255	175	158	150
Ashev'le-Bun. TI	98,478	970	102	97	88	99	93
Beaufort Co. TI	32,990	276	120	103	90	78	108

2. ASSIGNABLE SQUARE FEET OF ACADEMIC FACILITIES PER FTE STUDENT (Continued)

Institution	ASF of Academic Facilities	Total FTE Enrollment	ASF of Academic Facilities Per FTE Student				
			1972	1971	1970	1969	1968
Bladen TI	19,369	115	168	169	110	148	179
Blue Ridge TI	22,758	238	96	93	182	—	—
Caldwell CC&TI	44,514	591	75	75	83	120	142
Cape Fear TI	49,916	700	71	63	72	73	79
Carteret TI	15,597	180	87	100	72	88	135
Catawba Vy. TI	67,489	902	75	76	71	60	62
C. Carolina TI	53,174	515	103	101	119	148	175
C. Piedmont CC	277,235	5,764	48	41	38	32	37
Cleveland Co. TI	27,990	308	91	79	98	83	96
Coastal Car. CC	45,542	742	61	52	65	109	151
Col Albemarle	77,628	685	113	77	84	86	86
Craven TI	31,101	341	91	110	69	78	107
Davidson Co. CC	64,456	1,038	62	51	53	61	75
Durham TI	52,435	798	66	68	82	71	81
Edgecombe TI	34,359	228	151	172	281	114	159
Fayettev'le TI	95,292	1,555	61	92	72	74	68
Forsyth TI	101,331	908	112	105	115	90	93
Gaston Col.	126,103	1,515	83	60	60	76	80
Guilford TI	98,014	1,211	81	81	108	154	136
Halifax Co. TI	24,895	253	98	92	91	84	138
Haywood TI	47,740	404	118	78	117	84	86
Isothermal CC	62,802	414	152	94	96	98	101
J. Sprunt I.	33,402	280	119	120	146	77	97
Johnston TI	34,007	223	152	203	230	—	—
Lenoir CC	78,164	1,220	64	62	45	50	54
Martin TI	51,759	274	189	214	102	138	207
Mayland TI	11,792	84	140	—	—	—	—
McDowell TI	18,422	154	120	87	95	85	111
Montgomery TI	9,418	70	135	129	135	152	172
Nash TI	34,396	264	130	278	132	147	198
Pamlico TI	11,617	58	200	182	189	171	178
Piedmont TI	18,257	75	243	132	88	—	—
Pitt TI	43,337	572	76	67	68	58	57
Randolph TI	33,479	325	103	92	108	141	167
Richmond TI	56,467	485	116	136	82	112	112
Roanoke-Cho. TI	22,724	226	101	104	108	109	164
Robeson TI	29,353	340	86	87	92	122	107
Rockingham CC	114,644	946	121	116	125	100	101
Rowan TI	54,854	624	88	79	92	105	70
Sampson TI	31,171	315	99	92	103	102	112
Sandhills CC	73,019	1,119	65	59	63	72	71
Southeastern CC	64,360	917	70	58	65	52	69

2. ASSIGNABLE SQUARE FEET OF ACADEMIC FACILITIES PER FTE STUDENT (Continued)

Institution	ASF of Academic Facilities	Total FTE Enrollment	ASF of Academic Facilities Per FTE Student				
			1972	1971	1970	1969	1968
Southwestern TI	29,084	306	95	118	121	74	72
Stanly TI	20,084	76	264	—	—	—	—
Surry CC	54,771	717	76	74	65	70	88
TI Alamance	47,065	793	59	56	64	63	71
Tri-County TI	18,618	262	71	74	99	124	224
Vance Co. TI	19,626	202	97	128	193	—	—
Wayne CC	92,668	1,243	75	63	62	55	56
W. Piedmont CC	55,524	834	67	69	51	54	61
Wilkes CC	72,251	656	110	112	109	99	—
W.W. Holding TI (Wake)	70,738	959	74	100	100	95	87
Wilson Co. TI	65,931	426	155	134	173	144	85
SYSTEM TOTAL	2,959,392	35,847	83	78	78	77	81
STATE TOTAL	17,417,640	160,432	109	106	107	106	109

V. Planning

A. BIENNIAL PLAN OF WORK

The Program Plans for the 1975-77 Policy Cycle replaces the former *Annual Plans of Work* and the *Annual Reports. The Program Plans* is a response to the 1974 guidelines of the North Carolina Department of Administration which seek to rationalize planning by demonstrating in the same text how anticipated progress can be measured against projected plans.

The 1975-77 *Program Plans* states that

> . . . the annual rate of increase [in expansion] is expected to level off [but that] a corollary shift in emphasis will be from quantitative factors . . . Planning factors deserving special note are those concerning economic development throughout the state, population trends, employment trends, documentation of student aspirations, and follow-up of graduates and dropouts of the fifty-seven institutions.

The administrative program, led by the State President, exercises overall leadership in establishing and accomplishing goals and objectives of the Community College System based upon the comprehensive purposes established by the General Assembly and the State Board of Education.

High priority plans have been developed in the areas of educational program services, educational support services, institutional management services, and planning and policy development. Specific plans in these areas include:

1. Educational Program Services

a. Assist institutions in the development of new occupational curricula to meet projected needs of growing industry and a changing technology.

b. Develop greater articulation between community colleges and senior institutions to ensure proper transferability of credit, to avoid duplication of courses, to work for greater uniformity of admission standards of post-secondary institutions, and to work for transfer for technical and vocational credits.

c. Provide assistance and advice to institutional personnel in the planning and development of disadvantaged, handicapped, exemplary and cooperative education programs, and in the job placement of program graduates.

2. Educational Support Services

a. Encourage institutions to conduct follow-up studies of graduates and dropouts.

b. Assist in assessing staff development needs and in conducting workshops and seminars in financial aid, instructional media, student services, and individualized instruction.

3. Institutional Management Services

a. Plan and carry out construction that will bring the system to an average of one hundred square feet per curriculum FTE (as compared to a current usage of eighty-three square feet).

b. Increase quantity and quality of news coverage and general public relations.

c. Receive and disseminate budget information for development of efficient and effective budgets at the institutions, and provide equitable apportionment of state and federal funds in accordance with established funding formulas.

d. Provide budget, audit and control services to the institutions.

e. Furnish assistance in the purchase, inventory, disposal and transfer of equipment and books.

4. Planning and Policy Development

a. Improve capability to sample opinions of relevant population groups concerning goals, objectives of community colleges, and recommend needed changes.

b. Identify federal and private sources of funds and evaluate compatibility with goals and objectives of the Community College System.

c. Assist in developing, monitoring, and implementing State Board policies and interpreting relevant federal policies.

d. Continue to develop guidelines for establishing objectives at local and state levels compatible with the State Board philosophy and goals of total education.

e. Collect, compile, and maintain a computer file of enrollment data and projections for developing long-range program and facility plans for research purposes, and for requesting appropriations from the General Assembly.

B. LONG-RANGE PLANNING

The Department has undertaken several formal planning efforts. A recent effort was the development of a state-wide plan published in 1970, entitled *Planning for the North Carolina Community College System.* This plan developed a concept based on manpower information of the state for the 1970-1980 decade. It defined the goals of the System in terms of the existing legal base as well as the existing philosophy of the State Board of Education. It further defined the educational role the System should play in the state's economy based on the available data. It did not, however, clearly define individual institutional roles in the educational process.

A second formal effort was the establishment of a research project at Forsyth Technical Institute. The primary purpose of this project was to develop procedures for local data collecting and planning. This project—The Occupational Information Center—developed procedures which could be used by all institutions to determine future aspirations of area high school students, present as well as projected training needs in the local economy, and the status of graduates and early leavers from the institution. The developed procedures were published and distributed to each institution in the System.

A project at Lenoir Community College developed and published computer programs for the systems developed at the Information Center, thereby automating the system.

A fourth effort was the funding of a dissemination project at the state level. The purpose of this project was to assist institutions in data collection and long-range planning and to make available to institutions the systems which were developed. Computer assistance was provided to institutions for data compilations. The result of this project was better handling of data and also a reduction in the amount of time and staff required by the institutions to develop beginning data bases. Many institutions have used this service, and considerable increase in data for planning has been accomplished by this project.

At the recommendation of the State President, the State Board of Education adopted a local institutional planning policy in August of 1973. This policy stated that all institutions were to complete program and facility plans by June 30, 1974.

An ad hoc committee, consisting of institution presidents, De-

partment of Community Colleges personnel, and institutional representatives, developed guidelines for long-range planning. It is anticipated that many institutions will go beyond the model format, but it will serve as a guide in the local planning process.

Presently, a contract is under way with the Research Triangle Institute to update intermediate and long-range planning documents published in 1970. Based on data compiled for a project in the Department of Administration, these documents will provide the basis for state-wide plans based on current data, and will be related to other educational agencies within the state.

No two institutions approach planning in exactly the same manner, nor is it necessarily desirable that they do so. The important fact is that planning is being greatly improved as a result of the procedures developed from these planning projects. No procedure will totally eliminate error; judgment will always be an important element. The thrust of planning efforts of the Department of Community Colleges has been to improve data in order to assist the institutions in making consistently good decisions.

C. CIVIL RIGHTS PLAN

The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems adopted by the State Board of Education was approved by the U. S. Department of Health, Education and Welfare on June 21, 1974.

The object of the *State Plan* is "to insure that the public system of post-secondary education in North Carolina is operated in compliance with the requirements of Title VI of the Civil Rights Act of 1964."

The critical areas of concern are:

1) to increase the percentage of black students in public post-secondary education institutions;

2) to insure that the quality of educational opportunities are equal for all citizens;

3) to encourage further integration of the student populations;

4) to promote greater representation of races on governing boards, faculty, and staff.

A Civil Rights Monitoring Committee composed of four members from the Community College System, four members from the State University System, and nine members appointed by the Governor of North Carolina was established effective July 1, 1974 to monitor civil rights activities and to report annually to HEW in Atlanta.

In addition, some of the institutions have written individual affirmative action plans in compliance with Executive Order 11246. The primary purpose of these plans is to insure equal employment opportunity regardless of race, religion, sex and ethnic origin.

VI. Institutional Reports

ANSON TECHNICAL INSTITUTE
P. O. Box 68
Ansonville, North Carolina 28007

Anson Technical Institute has made significant progress during the course of the 1972-1974 biennium. The student enrollment has been maintained at record levels for 1972-1973 and 1973-1974 following a 350% increase in the fall 1972 enrollment over that of the previous fall. This growth continued into spring, 1974. In summer, 1974, Anson Tech graduated a record number of students.

The College has made significant efforts to help the veterans in Anson County. The enrollment in this category alone has risen 400% during the biennium. In addition, attempts to serve all of the residents in the area have met with continued success. Anson Tech's enrollment reflects closely the racial composition of Anson County.

Anson Technical Institute went from five curriculum programs in the fall of 1971 to sixteen in the fall of 1972 and twenty-three in the fall of 1973. Among these new programs are photography, printing and commercial art. Both photography and printing are one-year programs in which courses can transfer to the associate degree program in commercial art. Also, a full-time general education associate degree program was started in 1973 and has proven successful.

Anson Tech instituted a popular Visiting Artist program in 1972-1973. This program has fostered the construction of a local community theatre, several major play productions, and a variety of musical programs.

The Continuing Education Department has offered striking examples of what can be done to help the community. Hundreds of persons have participated in sign language, first aid, and sewing courses. Classes in supervisory training and industrial equipment operation have significantly aided area manufacturers.

Anson Technical Institute's new Library-Learning Resource Center, completed in 1973, is in full operation. Plans for construction of buildings on a fifty-seven-acre campus at Polkton purchased by a group of citizens from the county are nearing completion. The buildings on the Ansonville site, which has been designated the General William A. Smith campus, have all been completely renovated.

ASHEVILLE-BUNCOMBE TECHNICAL INSTITUTE
340 Victoria Road
Asheville, North Carolina 28801

The 1972-74 biennium has been one of the most significant periods in the history of Asheville-Buncombe Technical Institute. The physical size was tripled by the purchase of a seventy-eight acre tract adjacent to the original site. The acquisition of this land will permit orderly growth and expansion of the Institute and provide adequate parking for some years to come.

Curriculum students in the fall of 1973 numbered 1,354. Enrollment in the Continuing Education Division through January, 1974 totaled approximately 5,000. Adult basic education has made its offerings readily available to everyone in the service area of Buncombe and Madison counties. A small learning lab has been opened in Hot Springs to serve the citizens of that area. The Manpower Development Program continues to provide orientational and motivational training to disadvantaged, unemployed and underemployed individuals, with primary emphasis on job placement.

Federal funds from a Title III project enabled the Institute to survey high school students for projection of the future enrollment picture and to survey graduates for post-enrollment attitudes toward the school. Both instruments revealed valuable information. The faculty was rated "good" to "excellent" on the quality of teaching and knowledge of subject matter.

The Institute completed its first self-study for reaffirmation of accreditation by the Southern Association of Colleges and Schools. An accreditation team evaluated the entire operation in April, 1973. The announcement of reaccreditation was made in December at the Southern Association convention in Dallas, Texas.

There is an immediate and urgent need for additional building funds for construction of a library/learning-resource/student center. Present facilities for these operations are completely inadequate. Any possible renovations would be temporary and less than satisfactory.

BEAUFORT COUNTY TECHNICAL INSTITUTE
P. O. Box 1069
Washington, North Carolina 27889

The major emphasis at Beaufort County Technical Institute

72

during the past two years has been on improving the quality of instruction and the competence of its graduates. One indication of success in this area is the accreditation granted by the Southern Association of Colleges and Schools in December, 1973, and by the State Board of Education in April of 1974. Increased requests and cooperation from industry also indicate that the school is producing graduates of excellent capabilities. Some 6,000 full and part-time students from a four-county area with a total population of 60,000 were served each year of the biennium.

Curriculum development efforts have been evidenced in individualized instruction, cooperative education, open labs, guided studies, programmed instruction, "mini" courses and clinical sessions. A more unified and comprehensive instructional program will be provided when the new building is completed. New curricula added during the two-year period included machinist, drafting, building trades, retail management, nursing assistant, and diesel mechanics.

Under the Continuing Education Department, the New Industry Program has provided job training for approximately 120 people working with three local industries.

Additional staff in the business office, three additional people in the maintenance area, the purchase of a Burroughs 1400 Accounting Machine, a validating machine, a check signer and electronic calculators have enabled the business office to serve the institution more efficiently.

Beaufort Tech now has two library professionals, one library paraprofessional, and one media technician to staff a resource center containing approximately 15,000 volumes. Five learning labs are maintained within the service area.

To assist students with career planning, the student affairs office has provided vocational counseling and some testing to the area's ten high schools. A financial aid office has been established to disburse student aid funds more efficiently. Still lacking is a central area large enough for convocations, student body meetings and other large assemblies.

A special projects office has been active in obtaining federal funds for many projects that otherwise would have been impossible. This office has also developed a centralized point for the dissemination of statistical data.

Articulation with local schools, business, and industry has been improved through the secondary school career testing and advising program, inservice training for local public school teachers and administrators, "Job Fair" activities, cooperative education, industry testing service, school, business and industry surveys, and the use of active program advisory committees.

BLADEN TECHNICAL INSTITUTE
P. O. Box 128
Dublin, North Carolina 28337

The primary accomplishments of Bladen Technical Institute during 1972-74 have all been supplementary to the growth and expansion of the institution. In the summer of 1973 a new shop and classroom building was opened. When classes were moved into this new facility, the vacated space was used for a student center that included a vending machines/dining room area, a game room and an office for student government.

The first student government was established with the election of a slate of officers in the fall of 1972. The Student Government Association's second year of operation was noteworthy for the printing of the school's first yearbook. The student government presidents for the two-year period were appointed to the administrative council and allowed to participate in all staff meetings.

A landscape architect developed a master landscape plan upon which work has begun.

Primary problems have arisen in the effort to provide the necessary services to complement a growing enrollment. Considerable effort has been put forth to secure a qualified faculty to instruct in all areas of the curriculum programs. At present, however, there is no physical education facility to augment an otherwise excellent program.

BLUE RIDGE TECHNICAL INSTITUTE
Route 1
Flat Rock, North Carolina 28731

Blue Ridge Technical Institute received its greatest boost in the history of the institution when it moved into a new facility in August, 1973. Formal dedication ceremonies for the 45,000 square

foot facility, located on a 110-acre campus, were held on November 18, 1973.

The institute has enjoyed a steady growth of enrollment since its inception in 1970. With the addition of new curricula and adult education classes, the 1972-73, four-quarter FTE average reached a record high of 642. Projections indicate that the 1973-74, four-quarter average FTE totals will reach 810.

The institution started the biennium with six full-time programs that led either to an associate degree or diploma. Blue Ridge Tech is now offering a total of fourteen full-time programs that lead either to an associate degree or diploma.

The institution expects continued growth. Its greatest challenge will be to provide adequate facilities to accommodate its increasing student body.

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE
Box 600
Lenoir, North Carolina 28645

A total staff reorganization was one of the major events at Caldwell Community College in 1973. This new organization abolished the position of dean of occupational and transfer education and created the positions of a vice-president of instruction and a vice-president of administration. The vice-president of administration became responsible for the administrative and educational functions of the college. The vice-president of instruction assumed all the responsibilities for instruction including both continuing education and curriculum programs. The director of finance performs some of the duties of the former dean of business affairs. These changes streamlined the organization, promoted coordination and planning, and took advantage of both personal strengths and the most modern management techniques which have proven successful in other educational settings.

Over the past two years, Caldwell has experienced its largest growth since the founding of the institution, with an enrollment of approximately 1,700 curriculum students in 1973. Adult education increased to an enrollment of nearly 15,000.

In 1973 the ladder concept program of associate degree nursing was approved and plans were begun for other health curricula.

75

Other programs planned for the near future are heating and air-conditioning, and auto body repair. In the area of community services the college began long-range curriculum planning for aides in child-care, social service, and rehabilitation and corrections.

During the 1973 year, Caldwell began construction on a new classroom building, a gymnasium/multipurpose facility and a science facility. In addition, new structures were added to the present automotive facilities. These new facilities will more than double the present square footage of the institution.

CAPE FEAR TECHNICAL INSTITUTE
411 N. Front Street
Wilmington, North Carolina 28401

Cape Fear Technical Institute has achieved much in the period between July 1, 1972 and June 30, 1974.

Enrollment has continued to grow at a steady pace with an average annual FTE for 1972-73 of 2,854 and a fall quarter FTE for 1973-74 of 2,973. Curriculum programs have been added in marine construction, cooperative diesel mechanics and industrial electricity. The operating room assistant program has been reactivited.

In the fall election of 1972, the voters of New Hanover County approved a $3,675,000 bond issued presented by C.F.T.I. With additional sums allotted by the New Hanover County Commissioners and by the North Carolina General Assembly, the Institute was able to purchase two city blocks in an urban renewal area near the campus. This land provides a student parking area and enables the Institute to embark on a building program that within the next two years will result in 120,000 square feet of instructional space.

During 1972-73 the Marine Technology Department of Cape Fear Tech completed participation in the International Field Year of Research on the Great Lakes and received a plaque commemorating their achievements from the Sea Grant Office of the National Oceanic and Atmospheric Administration.

Training programs for several new industries and construction firms have been completed, as well as a number of up-grading

programs in existing industries. Occupational extension programs have grown almost fifty percent from the fall of 1972 to the fall of 1974.

C.F.T.I. problems have been almost entirely centered on lack of space. This problem has been temporarily solved by borrowing facilities from other agencies and by the acquisition of surplus barges as floating classrooms. The building program (Phase I completion in 1974-75 and Phase II in 1975-76) now in progress should provide an adequate solution to present overcrowding and provide essential space for new programs needed in outlying areas.

CARTERET TECHNICAL INSTITUTE
P. O. Box 849
Morehead City, North Carolina 28557

On December 4, 1972, Carteret Technical Institute moved into a new 50,000 square-foot building that took eighteen months to complete. Since the school moved into its new quarters, enrollment almost doubled. The rate of growth was the fastest in the history of the institution. It seems evident that the appearance of a facility greatly influences the public image of the institution.

Because of recent support by the General Assembly, it was possible to grow in curricula as well as enrollment. Among the several new programs started in the last year are: light construction, (one-year program); police science (two-year program), recreation therapy (two-year program), air conditioning and refrigeration (one-year program), full-time business program at night.

Other programs planned are: commercial fisheries, electrical installation and maintenance, plumbing, bricklaying, dental laboratory technician.

On August 1, 1973, Dr. Donald W. Bryant became President of Carteret Technical Institute. He replaced Major Henry J. McGee, Jr., who faithfully served as President of Carteret Technical Institute for ten years.

In May, 1974, the Institute anticipated its accreditation by the state and in September the team from the Southern Association of Colleges and Schools will visit the Institute.

CATAWBA VALLEY TECHNICAL INSTITUTE
Hickory, North Carolina 28601

In its continuing effort to serve its people, Catawba Valley Technical Institute offers twenty-eight curriculum programs leading to an associate degree or diploma and nine major programs in its Continuing Education Department. CVTI showed a steady growth during the biennium of fifteen percent annually. A major achievement of the Institute is its excellent rapport with its students and community.

Noteworthy expansion made by CVTI during the biennium includes:

1. Environmental and Life Sciences Division has shown a better than 100% increase. As a result, an additional physical facility has been erected and equipped to facilitate the programs in this division.
2. Electro-mechanical technology program has been moved to a new facility and re-equipped to accommodate the student growth in this program.
3. A Data processing center concept has been initiated in the Institute, serving both instructional programs and administrative operations. In addition, the Data Processing Center has been re-equipped with new hardware. Additional languages and storage facilities have been provided.
4. Significant progress has been made in establishing minilabs in numerous departments.
5. During this biennium all advisory committees have been reorganized in each of the twenty-eight curricula.
6. CVTI has initiated three new programs which are quite successful: industrial management, electronic servicing, and real estate.
7. CVTI is working on a special project with the Southern Furniture Manufacturing Association and the North Carolina Department of Corrections.

CVTI shares a common problem with other institutions in the system, that of space. Additional physical facilities are needed if CVTI is to continue its high quality of service.

CENTRAL CAROLINA TECHNICAL INSTITUTE
1105 Kelly Drive
Sanford, North Carolina 27330

Central Carolina Technical Institute continues to grow at an annual rate of approximately fifteen percent as a result of growth in both existing and new programs. During this biennium, programs in banking and finance, masonry, recreational technology, paralegal technology and industrial management were added.

The Continuing Education Division has shown enormous growth during the past two years. Programs for retired people, patients in nursing and rest homes, and for high school dropouts have received priority emphasis.

The voters of Lee County passed a bond referendum in the amount of $600,000 on March 31, 1973 for additional facilities and campus beautification. These funds, when supplemented by state construction funds, will provide for an administrative building, a student center and additional classrooms and laboratories.

At the present time, a long-range plan for programs, facilities, personnel and articulation with the public schools is being developed. In this connection students, graduates, dropouts, high school seniors, and the business community will be studied. Future decisions for coordinating the educational wishes of the citizens with needs of business and industry will be based on information derived from this study.

Accreditation was awarded in 1972 by the Southern Association of Colleges and Schools and reaffirmed by the North Carolina State Board of Education in 1973.

CENTRAL PIEDMONT COMMUNITY COLLEGE
P. O. Box 4009
Charlotte, North Carolina 28204

During the last biennium, Central Piedmont Community College made substantial progress in curricula, instructional methods, physical plant, and service to both the students and community.

A major thrust was in the field of health careers. For some time now, the College has been training dental assistants, dental hygienists, nurses, and students in other health related careers. In

October, 1973, the College initiated a respiratory therapy program to meet a demonstrated shortage of therapists in the Charlotte area. Another new health careers program qualifies students for employment as medical records technicians.

To provide facilities for this expansion, ground was broken in October, 1973, for the CPCC Health Careers Education Building. This 63,000 square foot building, scheduled for occupancy in August, 1974, will provide space for all health related programs, labs, offices and classrooms, which are now widely scattered around the campus. Other new programs being considered include hotel and motel management, horticulture and paralegal.

Important progress has been made on innovative methods of instruction. Increasingly, the College is producing its own tapes, slides, sound film, and video tapes for instructional use. Experiments are under way now to develop methods whereby students may take instruction at home; for example, through video cassettes which may be played through the student's home television set. In a related move CPCC has added some sixty self instructional mini-courses to meet the needs of adults who want to learn a specific subject or skill without having to take an entire course.

As a city-center college with one hundred percent commuting students, parking space has been a continuing problem. Plans are under way for a parking structure to help relieve this burden.

On-campus enrollment at CPCC increased by approximately twenty percent during the biennium and reached 13,545 in the fall quarter of 1973. Included were 350 physically handicapped students and 2,390 veterans. Total enrollment for the fall quarter 1973 was 15,826.

CLEVELAND COUNTY TECHNICAL INSTITUTE
137 S. Post Road
Shelby, North Carolina 28150

The fiscal years of 1972-1973 and 1973-74 have shown steady growth and expansion for Cleveland County Technical Institute. New programs added since the fall of 1972 include police science, industrial safety, industrial management, and clothing construction and design. Radiologic technology, recently approved by the North Carolina State Board of Education for instruction at Cleveland Tech, is to be offered in the fall of 1974. Full-time faculty and

staff have increased by twenty-one since the beginning of the 1972 fiscal year, and part-time faculty and staff have increased by fifty members.

Probably the most striking accomplishment for the past two fiscal years has been that of enrollment growth. Curriculum enrollment for the 1975 fall quarter totaled 839, whereas enrollment one year prior to that date totaled 404. (Enrollment in 1965 at Cleveland Unit of Gaston College totaled thirty.) The increased enrollment, which more than doubled during the twelve-month period, is attributed primarily to the addition of new programs designed to meet further the needs of the population area served by Cleveland County Technical Institute. In addition, an intense effort is being made to provide educational opportunities for the many people who work on various shifts in industry.

As new programs and enrollments increase, so also does the need for adequate physical facilities. Currently, with an enrollment of 1,001 curriculum students, housing problems are being alleviated through the cooperation of local churches, schools, and business offices. In the fall of 1973, construction began on a 43,000 square-foot classroom and shop building valued at $1,114,000. (Completion was scheduled for fall, 1974.)

In July, 1973, less than a decade from its beginnings, Cleveland County Technical Institute became a candidate for accreditation by the Southern Association of Colleges and Schools.

COASTAL CAROLINA COMMUNITY COLLEGE
222 Georgetown Road
Jacksonville, North Carolina 28540

New construction has been a prominent activity at Coastal Carolina during the biennium. The completion and occupation of the Ragsdale Building in 1972 necessitated a new parking lot. A twenty percent growth in enrollment required the addition of a second parking lot at the Western Boulevard campus. Plans also were approved for an occupational building, which was begun in spring, 1974. Also urgently needed is a library for which a contract is to be awarded in January, 1975. The present facility has been expanded to capacity and presently holds approximately 15,000 volumes. Books now must be processed and stored in anticipation of the construction of the new library.

Equal in importance to physical expansion has been the expansion of programs. The dental hygiene curriculum enrolled its first class of students in the fall of 1972. In the fall of 1973, students enrolled for the first time in three other new curricula: police science, accounting, pre-science (liberal arts). A change was made in the civil engineering curriculum, providing for an option in construction. The associate degree nursing program was approved and developed in time for the September 1974 enrollment.

During the 1972-73 academic year, the dental assistant program was accredited by the American Dental Society and the College was accredited by the Southern Association of Colleges and Schools.

COLLEGE OF THE ALBEMARLE
Elizabeth City, North Carolina 27909

College of the Albemarle was reaccredited by the Southern Association of Colleges and Schools in December of 1973. The first building on the new campus was dedicated in April of 1973. In June of that year the Rockefeller Foundation announced a three-year renewal of the COA grant to provide "Economic Opportunity Through Education."

The College of the Albemarle has made many significant advances during the 1972-1974 biennium. For the first time in its history, enrollment in occupational programs exceeded college transfer enrollment. Continued emphasis on occupational programs permitted three new curriculum programs to be offered in the fall of 1974.

The focus of COA is on students. Through a continuing effort the student financial aid program ranks second in dollars awarded among the community colleges and technical institutes in the North Carolina System. The major emphasis in all academic and occupational programs is on quality. Standards of performance in all classes have been examined to ensure that knowledge, attitudes, and skills acquired by students equal or exceed those available in similar institutions.

Plans continue for constructing Phase II of the new campus thereby uniting the entire college. An architect has begun preliminary design of the project, and renovations on the original campus

have been completed. These repairs will make the old campus facilities suitable for continued use until the new buildings can be constructed.

CRAVEN COMMUNITY COLLEGE
P. O. Box 885
New Bern, North Carolina 28560

Craven Community College made its transition from technical institute to community college on July 1, 1973. The College was originally accredited by the State Board of Education and the Southern Association of Colleges and Schools in 1972.

The College opened full-time offices at the Marine Corps Air Station, Cherry Point, and in the community of Havelock during the 1973-74 academic year in an attempt to meet the increasing and varied educational needs of marine and civilian residents of this area of Craven County.

Enrollment for the period 1972-74 has grown from 954 FTE in 1972-73 to a projected increase of 1,100 FTE in 1973-74. FTE was 1,074 in the fall quarter 1973.

The faculty has grown from twenty-two full-time instructors in 1972-73 to thirty-six full-time instructors in 1973-74. The College also employs thirty part-time curriculum faculty. There are six administrative and twenty-four secretarial and support staff employees.

Building specifications are complete for adding 28,000 square feet to the campus by September 1, 1975. The new facilities will provide critically needed space for biology and chemistry, auto mechanics, auto body repair, air conditioning and refrigeration, electronics servicing, electrical installation and maintenance, secretarial and faculty offices, student bookstore, "quiet areas," rest rooms and storage space. In addition a building specifications committee was appointed in 1974 to begin plans for the next phase of construction, a two-story 30,000 square-foot Learning Resources Center.

For three years the College has operated an apprentice training program for Civil Service employees of the Naval Air Rework Facility (Cherry Point). New employees are currently enrolled as full-time curriculum students on the New Bern campus. They will

complete two quarters of related academic study, after which they will be assigned to the Air Station for on-the-job training.

Craven Community College and Carteret Technical Institute are jointly conducting an advanced degree nursing program, now in its first year of operation. A police science program is also being operated jointly between the two institutions.

Additional curricula to be added in 1974-75 include agricultural science and mechanization, criminal justice and protective service technology, marketing and retailing, and bricklaying.

DAVIDSON COUNTY COMMUNITY COLLEGE
P. O. Box 1287
Lexington, North Carolina 27292

For Davidson County Community College, the biennium has been exceptional for the progress made in physical expansion. The College moved into the new multipurpose room, classroom and shop complex valued at over $410,000. During 1973, Thom-A-Lex Cablevision began construction of a studio-station on the campus. During the year the College built a new brick maintenance building and dedicated it to the former maintenance supervisor, who passed away earlier in the year. The new Arts and Trades Building was completed and occupied during the fall, and groundbreaking ceremonies were held for the $903,000 Criminal Justice and Business Education Building, scheduled for completion during 1974. Plans are now under way for a new library to be started later this year. The Board of Trustees has approved construction of additional athletic facilities, including lights for the playing courts.

New courses added during the period are recreational grounds management, air conditioning, early childhood specialist, legal secretarial, paralegal, and transportation management. Four co-operative programs were started with other institutions—fish and wildlife management, forest resources technology and recreational grounds management. An innovation is the transferral of college statistical and personnel data to the College's data processing center. In this way the data processing division provides training and experience for students, as the students render a service to the College.

Other new activities include a Visiting Artists program in co-

operation with the North Carolina Arts Council. The College Foundation was reorganized in October, 1972, and increased to fifteen members. Enrollment increased to 1,443 during the period, and the total operating budget exceeded $4,491,141.

DURHAM TECHNICAL INSTITUTE
P. O. Drawer 11307
Durham, North Carolina 27703

Significant development of programs, services, and physical facilities is evident at Durham Technical Institute.

Of particular importance was the progress made in health education programs. The Smith-Reynolds Foundation gave a grant for the new audiotutorial nursing arts laboratory. The practical nursing education program introduced a systems approach to individualized instruction. The respiratory therapy program was transferred from Duke University to Durham Technical Institute; all science labs have by now been equipped to teach the health science courses. The opticianry program was accredited by the American Academy of Opticians. A mental health associate program was established in cooperation with Butner Mental Institutions.

Services for students have also been improved. Refined registration procedures and extended registration and business office hours now accommodate evening students. A student-peer tutoring program has been instituted for the disadvantaged and handicapped. A reading specialist has been employed, and the student-teacher ratio has been reduced by the addition of twenty-four new faculty members since 1972.

A critical need is the addition of faculty offices, especially as instructors become more and more involved with individual advising and tutoring of students. More multipurpose and flexible space also will be required as modern and diverse instructional technologies are introduced into the Institute. The library was renovated to increase seating capacity to 202 and volume capacity to 17,000. The Institute's original building was renovated to provide new laboratories and administrative offices. Beyond these renovations, multipurpose classrooms are urgently needed. It is hoped that by the end of fall, 1974, negotiations will be complete for the purchase of an additional 107 acres and that services of an architect will be retained to design the new buildings.

EDGECOMBE TECHNICAL INSTITUTE
P. O. Box 550
Tarboro, North Carolina 27886

Edgecombe Technical Institute is located on an eighty-two acre site 2.5 miles south of Tarboro on Wilson Street Extension. The Institute contains over 50,000 square feet of space with excellent classroom and shop facilities. The Institute also operates a 20,000 square foot branch in the Edgecombe County portion of Rocky Mount.

During the 1972-73 school year, a fire training facility was constructed on the campus to provide necessary training for area firemen. Construction on an 8,000 square foot addition to the vocational building was completed in September, 1973. The addition contains a complete physics-chemistry laboratory, general classrooms, business education classrooms and laboratories, and an office and reception area.

Enrollment continued to increase during the 1972-74 biennium. Unduplicated headcount rose from 3,256 in 1971-72 to 5,940 in 1972-73, and was expected to increase still furtner in 1973-74. Annual average FTE was 905 for 1972-73, and 1,000 FTE are anticipated for 1973-74.

Major emphasis during the biennium was placed upon facility development and improved learning resources. Through consortia organized by the State Board of Education, and in cooperation with other institutions, the Department of Community Colleges, the American Association of Junior Colleges, and the Southern Association of Colleges and Schools, new programs were implemented. Faculty members have attended seminars and workshops, and have also visited sister institutions to investigate a systems approach to learning. This exploration is being pursued further through a consortium agreement with eight other technical institutes and community colleges in the eastern section of North Carolina.

Of further value to the faculty in its effort to produce quality education was the self-study process required for accreditation for both the State Board of Education and the Southern Association of Colleges and Schools. The institution was awarded state accreditation on July 6, 1972, and regional accreditation in January, 1974.

FAYETTEVILLE TECHNICAL INSTITUTE
P. O. Box 5236
Fayetteville, North Carolina 28303

The 1973-74 academic year at Fayetteville Technical Institute was a year when many new curricula were developed and extended to the people of the community. Instruction was offered for the first time at FTI in the following areas: carpentry, dental assistant, nursing assistant, and operating room technician.

New curricula offered for the first time in September of 1972 were cosmetology, masonry, drafting-mechanical, plumbing, funeral service education, general office, horticulture business, paralegal, police science, and real estate.

The total FTE for the 1973-74 academic year was 3,045. Fayetteville Tech has responded to the needs of the military at Fort Bragg and Pope Air Force Base. With new physical accommodations at Fort Bragg, the instructional effort of FTI has grown from the PREP program to various course offerings in vocational-technical curricula. Considerable growth in this area is predicted for 1974-75.

The addition of Cumberland Hall, to consist of approximately 40,000 square feet of instructional area, is expected to be completed in December of 1975.

A bond referendum in the amount of $3.25 million for capital improvement on the campus will be voted on by the people of Cumberland County on November 5, 1974.

Overall, FTI's activities during the 1973-74 academic year formed an orderly growth pattern, and was in keeping with its master plan in the complete development of the campus.

FORSYTH TECHNICAL INSTITUTE
2100 Silas Creek Parkway
Winston-Salem, North Carolina 27103

The accreditation of Forsyth Technical Institute was reaffirmed by the Southern Association of Colleges and Schools for a ten-year period. The program in associate degree nursing was accredited by the North Carolina State Board of Nursing and the National League of Nursing. The Council on Education of the American

Medical Association granted approval of the programs in radiologic technology, nuclear medicine, and respiratory therapy, which were begun in 1972.

The early childhood specialist program, which began on a part-time basis, was accelerated in 1973 under the direction of a full-time senior instructor. A program in fire science began in March, 1973, and two additional new programs, accounting, and marketing and retailing, were submitted for approval to begin in the fall of 1974.

Enrollment increased ten percent in 1972-73 over the previous year. The fall, 1973 enrollment of 1337 marked an increase of 17.5 percent over that of 1972.

The conversion of registration and the student record-keeping system to a computer was started in the spring quarter, 1974.

The Adult Education Department offers courses in sixty-one different teaching locations in Forsyth and Stokes counties. These locations include five public schools, city recreation centers and various community centers throughout these counties. Emphasis is placed on courses for city and county employees, including supervisory personnel, emergency medical personnel, public school employees, local law enforcement personnel, and volunteer and professional firemen. The Institute continues to work with the Chamber of Commerce and industry to provide training for expanding industries as well as in-house training programs to be located in the business facilities.

Other accomplishments include a long-range planning report on building and program needs for the Institute covering the period of 1973-1977. Plans are being finalized for construction of a $2.14 million administrative/classroom building to begin sometime in 1974. The Board of Trustees established the Forsyth Technical Institute Educational Foundation for purposes of securing grants and scholarships. The Department of Health Technologies reports 100 percent of the students in radiologic technology and practical nurse education passed the registry examinations.

The most pressing needs are buildings and facilities for growth and expansion. Also, there is need for the development of a variety of in-service education programs for new and existing faculty.

GASTON COLLEGE
New Dallas Highway
Dallas, North Carolina 28034

Gaston College has undergone a two-year period of continuing progress in student enrollment, expansion of programs and courses and employment of well-qualified teaching and non-teaching personnel. Opportunities for further educational experiences were made available to both professional and non-professional staff currently employed. The 1972-74 biennium has been a period of cooperative long-range development of programs and physical facilities involving the Board of Trustees, the administrative staff, the faculty, the students, and the community.

The long-range program plans developed during the previous biennium resulted in the establishment of three new programs: the associate degree in nursing, transportation and early childhood education. A one-year course in practical nurse education is now in progress. The Manpower Development Program initiated by the State of North Carolina is now operating in two off-campus industrial locations. For the first time, two credit courses are being offered at the Lincoln Center of Gaston College in Lincolnton.

Another manifestation of Gaston's long-range plan is the implementation of its building program. A sewer line to connect with the Gastonia city system is now under construction. Campus roads have been redesigned and resurfaced and parking areas enlarged and paved. Six new tennis courts are now under construction. Working drawings for the new Myers Instructional and Student Affairs Building are now being completed. Committees of trustees, faculty, administration and students are developing educational specifications for a new Learning Resources Center, a health and physical education building, and renovation of space to be vacated as the proposed buildings are completed.

The faculty of all divisions of the College are engaged in the study and revision of the various curricula and the needs for materials and media to create more meaningful instruction for students. A related study by all professional staff members resulted in the development of criteria useful in the evaluation of performance on the job and in the classroom.

The non-professional staff have participated in in-service education programs, and recently they completed a study of work responsibilities which should result in an improved job classification system.

GUILFORD TECHNICAL INSTITUTE
P. O. Box 309
Jamestown, North Carolina 27282

During the 1972-74 biennium, Guilford Technical Institute launched a multi-million-dollar building program at its Jamestown campus in an effort to accommodate its steadily increasing enrollment.

Ground was broken in January of 1973 for a $3.24 million Campus Center and Learning Resource Center project financed through the Institute's share of a bond package approved by Guilford County voters. The two-building project with its 120,125 square feet will nearly double GTI's present operational area on the Jamestown campus.

In addition, architects were commissioned to begin work on plans for a new Health Careers Building to be financed through GTI's share of the Community College System's capital outlay appropriation from the 1973 General Assembly. These building projects, coupled with restoration of a lake, the paving of new access roads, and the completion of additional parking facilities on campus will give GTI a completely "new look." The Institute also purchased a Greensboro division in the summer of 1973 at a cost of nearly $1 million.

Meanwhile, enrollment increases were recorded throughout the biennium for both curriculum and continuing education programs. During the height of the gasoline shortage, the Institute conducted its spring quarter registration and recorded an eight percent increase over spring quarter, 1973 figures.

Groundwork for several major curriculum additions was completed at Guilford Technical Institute during the biennium. Feasibility studies were conducted for programs in plumbing and pipefitting, carpentry, fire science, and electrical installation and maintenance to be offered as part of GTI's curriculum for fall, 1974.

Guilford Tech administrators welcomed to the campus repre-

sentatives of five accrediting agencies during the past two years: the Southern Association of Colleges and Schools; the State Department of Community Colleges; the Council on Dental Education of the American Dental Association; the State Board of Nursing; and the Engineering Council for Professional Development. Favorable action has been received or is expected from each agency.

HALIFAX COUNTY TECHNICAL INSTITUTE
P. O. Drawer 809
Weldon, North Carolina 27890

In 1973 the Board of Trustees of Halifax County Technical Institute completed the purchase of 109 acres of land for a permanent campus site and hired an architectural firm to develop a master plan. The $1,032,000 for construction consisted of $514,000 state and $518,000 in local funds. Other fund sources are expected to bring the initial building construction cost close to $1,500,000.

New curriculum programs for the biennium include associate degree nursing, retail merchandising, police science, and full implementation of curricula in commercial art and advertising and correctional service. Halifax Tech received a special grant of $55,631 in the summer of 1973 to provide Human Resource Development training for adults with special needs.

Halifax County Technical Institute was accredited by the State Board of Education in the fall of 1973 and also became a candidate for accreditation from the Southern Association of Colleges and Schools.

Enrollment in curriculum programs continues to grow, with the fall quarter of 1973 showing the greatest curriculum FTE enrollment since Halifax Tech was established. The energy crisis during winter of 1973 caused some reduction in extension enrollments; however, special programs of extension in police training, firemanship, and management development training continue to serve the community in increasing numbers.

A major problem of Halifax Tech is that of inadequate facilities. Interim classrooms and shops provided by the present motel site are antiquated and expensive to maintain. While new campus development and buildings are planned for occupancy in 1975, inflation presents a barrier to construction and financing plans.

The absence of federal funds for construction has placed the financial burden completely on state and local governments.

Out-migration of high school seniors from the area immediately after graduation takes many potential students from Halifax Tech. Additional funds for student financial aid might well enable these people to prepare themselves at Halifax Tech for the job market after high school graduation.

A problem that is under serious consideration is that of long-range program and facility planning, including an affirmative action plan, sources of revenue, and OSHA considerations.

HAYWOOD TECHNICAL INSTITUTE
P. O. Box 457
Clyde, North Carolina 28721

The biennium of 1972-74 has been the most exciting and eventful two years in the history of Haywood Technical Institute.

Open House ceremonies for the new $2.7 million plant were held on October 8, 1972 with approximately 5,000 people attending. A highlight of the ceremony was unveiling the portrait of Mr. A. L. Freedlander whose gift of $250,000 inspired the building of the new campus. At the ceremony, Mr. W. Curtis Russ, Chairman of the Board of Trustees of HTI, accepted an additional $100,000 from the Freedlander Foundation.

The State Accreditation Visiting Committee visited the institution November 12-15, 1972, and also a team from the Southern Association of Colleges and Schools visited May 7-10, 1973. The positive report from these two agencies culminated two years of hard work on the part of the faculty and staff.

Enrollment at the institution continued to grow during the 1972-74 biennium. The number of students in curriculum programs has shown a steady increase and reached its height with an enrollment of 575 for winter quarter, 1974. During this quarter, approximately 1500 students were enrolled in many different courses offered in the Department of Continuing Education.

New courses include horticulture, pottery production, and arts and crafts. Expanded offerings in electrical installation and maintenance, auto body repair, and welding have enabled many students to develop new skills in these areas.

Continued growth has made new campus facilities necessary.

A 14,000 square-foot craft building is nearing completion with the majority of work being done by students in the industrial program. Plans also are under way to add to the present vocational building, which will include two auto mechanics bays, an automotive body repair shop, and a paint spray booth. A Sheltered Workshop, for which the local Rotary Club raised money, was completed in April, 1974. The Rotarians also participated in the construction, as did the carpentry and electrical installation classes.

Haywood Technical Institute has done extensive research in cooperation with seven other technical institutes and community colleges in the Appalachian Developing Institutions Consortium. The Consortium has gathered data through alumni studies, attrition studies, high school image studies and a business-industry survey. The data will be used to support institutional long-range planning.

Even though the future looks very bright for Haywood Technical Institute, the Institute has serious need for a student services building, additional classroom space, intramural facilities and a maintenance and storage building.

ISOTHERMAL COMMUNITY COLLEGE
P. O. Box 804
Spindale, North Carolina 28160

Isothermal Community College completed a new occupational building in 1972 and planned $1.8 million bond issue in November to construct a physical education plant and student center. Even with the new buildings, Isothermal will be short on office space, and the institution anticipates a need for another occupational building within ten years as vocational programs expand and increase.

Isothermal has enjoyed steady enrollment growth reaching a high of 565 in winter, 1973. A record enrollment was anticipated for fall, 1974. Concomitantly, there has been a demand for new programs; emergency medical training started in 1973 and has been successful. Courses in police science, light construction and industrial management are planned for fall, 1974.

All educational programs were reorganized in spring, 1973, and administrative efficiency was increased by reducing departments from nine to three.

The entire staff and faculty and many students and people from

the community were involved in a self-study conducted during past two years. The visiting team from Southern Association was on campus in April, 1974. The results were to be announced in December, 1974.

Continued emphasis has been placed on the fine arts at ICC. An expanded program reached thousands of people in the community, as well as students on campus. ICC has a musician-in-residence on campus this year to supplement its fine arts activities.

JAMES SPRUNT INSTITUTE
P. O. Box 398
Kenansville, North Carolina 28349

Although total enrollment at James Sprunt Institute leveled off in 1972-73 at 3,894, curriculum programs are growing steadily in enrollment and are undergoing a considerably lower attrition rate. Thus, the number of students successfully completing courses of study has increased. There were 126 graduates in 1973 and 140 in 1974.

James Sprunt Institute presently employs thirty-seven full-time and five part-time curriculum faculty, as well as eighty part-time extension faculty and eleven Adult Basic Education faculty. The staff consists of twenty-two administrative and fourteen clerical personnel. A very substantial increase in numbers employed was realized in all areas during the past two years.

In 1964, a fifty-one acre campus was purchased and a $265,000 training facility was constructed. Increased enrollment necessitated the construction of a modern shop building costing $323,000, which was occupied in the fall of 1970. Since that time the Nursing Division has occupied the south wing of the Duplin General Hospital which totals 3,800 square feet of floor space. Presently, construction has begun on a $1,000,000 classroom/laboratory facility, which is scheduled for occupancy in the spring of 1975. Completion of this building will increase square footage to approximately 79,000 and the value of facilities to approximately $2,000,000. Off campus centers, established by the Institute at Albertson, Chinquapin, and Teachey have been designed to meet the educational needs of Duplin County.

JOHNSTON TECHNICAL INSTITUTE
P. O. Box 29
Smithfield, North Carolina 27577

Contributing to Johnston Technical Institute's steady growth over the past two years has been the acquisition of a new hundred-acre campus site, development of a long-range plan, achievement of candidacy status with the Southern Association of Colleges and Schools, professional growth of faculty and staff, and initiation of nine new occupational curricula.

The average annual FTE enrollment for 1973-74 was 1486. This represents a twenty-two percent increase in curricular enrollment and nineteen percent growth in continuing education.

Cultural and community services were increased. The second annual Johnston County Forum, "Political Decision-Making in the Changing Society," was well received. The Forum has provided a model for a number of other communities in North Carolina. The Visiting Artist Program was launched in 1973-74 and community participation exceeded all expectations. A ten-week leadership seminar was held for community leaders.

An improved system of purchasing has increased the efficiency of this service to all departments.

Student services placed special emphasis in four major areas: recruitment, student activities, registration and record services. Student activities became a more viable component of campus life. Registration and record services were improved with the appointment of a registrar.

Inadequate space continues to be the most pressing problem. Antiquated facilities have hampered the recruitment of students. It is expected that these problems will be alleviated when new facilities are completed in 1976. Initial construction was scheduled to begin in the summer of 1974.

LENOIR COMMUNITY COLLEGE
P. O. Box 188
Kinston, North Carolina 28501

A long-range plan for programs and facilities, as required by the State Board of Education, was produced by the Institutional

Study Committee of Lenoir Community College. The study documented a need for additional programs and buildings. A building program of approximately $2,000,000 was approved by the Board of Trustees. The County Commissioners agreed to call for a bond issue referendum.

In addition to the college transfer program, there are forty technical-vocational programs, three of which were added this year: keypunch operator, respiratory therapy, and operating room technician. Enrollment grew to 1608 during the fall term of 1973 with approximately two-thirds of the enrollment registered in occupational programs. The night program contributed to much of the growth in enrollment. Approximately one-third of the enrollment consisted of veterans.

Extension enrollment declined because of the requirement of a $2 registration fee and because of the energy crisis. Lenoir Community College enrolled 6169 non-duplicated headcount in non-credit extension classes during the year. Many of these students were taught off campus in various community locations in Lenoir, Greene, and Jones Counties.

The Lenoir County operating budget was $178,201.96 and the state budget for current expense was $2,654,215. Additional funds in capital outlay and special projects produced a budget in excess of $3 million. Approximately $250,000 was reverted to the State Treasurer at the end of the year. Growth in educational programs is at a stand-still un' 'ditional facilities are provided.

McDOWELL TECHNICAL I STITUTE
P. O. Box 1049
Marion, North Carolina 28752

The major achievement for McDowell Technical Institute during 1973-74 was the awarding of contracts for a $1,205,000 expansion, scheduled for completion in early 1975.

The institution was visited by an evaluating team from the Southern Association of Colleges and Schools and was awarded the candidacy status for accreditation in December, 1973. In February, 1974 the Institute was visited by a visiting committee for accreditation by the State Board of Education.

In January, 1974 the Institute became a participating member of a consortium composed of the fourteen N. C. Community College institutions in the Appalachian Region Commission area.

A joint meeting was held with the fifteen major industries for the purpose of better articulation. In the interest of developing long-range plans, the major businesses and industries, high school seniors, as well as early leavers with marketable skills, and alumni were surveyed. Top priority is given to planning and establishing new curricula.

An outstanding achievement during 1972-74 was the beginning of an evening curriculum programs: business administration, industrial management and executive secretarial. Industrial management in less than one year's time has grown to be the largest single curriculum program within the institution. Along with this program the entire evening school has grown considerably, providing an impetus to begin additional evening programs as soon as possible.

Other significant activities include a formal faculty evaluation system, faculty organization, appointment of formal advisory committees for all curriculum programs, and the adoption of a planned in-service program.

In Student Personnel, a counselor-recruiter and a coordinator of veteran's affairs were added to the staff. An activity fee was established during the 1972-73 school year, and a student advisory committee was established to advise the president and expand student activities.

In Continuing Education, enrollment continues to increase. In November, 1973 a new full-time employee was added to the staff. Workshops have been held for Adult Basic Education instructors. More fire training, especially in industry, has begun, and several short programs for industry have become a reality.

McDowell Tech, like others, has its share of problems. The Institute has difficulty attracting high school students, especially female. Campus space has been a problem; off-campus class space is hard to secure; and instructors are hard to find for special courses.

MARTIN TECHNICAL INSTITUTE
P. O. Drawer 866
Williamston, North Carolina 27892

During the past two years Martin Technical Institute has moved closer to the realization of some of its goals and purposes.

The Institute has operated two full years on its permanent

campus housed in two new classroom and shop buildings completed in June of 1971. The two buildings have a capacity of approximately 400 full-time students. Subsequent to a million-dollar bond election in December, 1972, contracts were let for the construction of a Learning Resources Center scheduled for completion fall quarter, 1974. This building will include a 50,000 volume library, a 200 capacity learning laboratory, a 350-seat teaching and community service auditorium, and several related facilities. On May 7th contracts were let for two shop-classroom and laboratory buildings, giving the campus fully comprehensive facilities. The total student capacity will then be approximately 1200.

Student enrollment has steadily increased during the past six years. During the past two years it has increased over fifty percent, reaching 400 curriculum students for the fall quarter of 1973. New programs were to be added in the fall of 1974, with more emphasis on women's educational needs.

The Adult Education Department has shown a steady increase each year. Enrollment in various programs has increased from a beginning of approximately 500 students per quarter to over 1500 per quarter. One noteworthy program that has received national recognition during the past two years is a cooperative program of general education and vocational training for the employees of the Weyerhaeuser Corporation. The total program with this company has a potential enrollment of over 3000 students. Training and instructional facilities are located on the plant site. This type service by the school is available to all industries in the area.

MAYLAND TECHNICAL INSTITUTE
P. O. Box 547
Spruce Pine, North Carolina 28777

In July of 1971 the North Carolina General Assembly approved the establishment of Mayland Technical Institute, and in August a Board of Trustees was appointed. Dr. O. M. Blake, Jr., was recommended by the Board of Trustees to become President; the State Board of Education approved his appointment in September.

Mayland Tech, with four staff members, offered only adult education and extension in its first partial year of operation from September, 1971 through June, 1972. By September, 1972 Mayland was ready for its first full year and offered curricula in business administration, automotive mechanics, executive secretary, and

practical nurse education. The next year the Institute added twelve new curricula to its technical and vocational programs as the enrollment increased from 80 in 1972 to 280 in 1973. Full-time personnel rose to forty during the 1973-74 fiscal year. In December, 1973 Maryland Technical Institute became a candidate for accreditation by the Southern Association of Colleges and Schools.

During 1973-74, temporary facilities consisted of about 29,000 square feet. Funds in the amount of $1,507,000 have been alloted for a new construction program on a 38.6 acre site located near Spruce Pine with Charles L. McMurray and Associates as architects.

The most outstanding problem is probably the lack of funds to build adequate facilities that will be needed by the Institute in the next three years. An additional problem is the inability of the local counties to match state construction funds already appropriated by the General Assembly.

MITCHELL COMMUNITY COLLEGE
West Broad Street
Statesville, North Carolina 28677

By act of the General Assembly, Mitchell Community College became part of the North Carolina Community College System on July 1, 1973.

The development of occupational programs was delayed, as the Board had not been completely appointed and was not fully operational by the time classes were ready to begin in September. Space, too, was limited, and new occupational programs had to be held in rented quarters off campus.

To the credit of the Board of Trustees and the College staff, classes began on schedule in September, 1973, with an enrollment of 676 students. The Continuing Education Program was fully operational and most effective, considering the size of the staff. On October 10, 11, and 12 a special advisory visiting committee of the Southern Association of Colleges and Schools was on campus and concurred with the change in governance from a private two-year college to a public two-year institution and assured continued accreditation.

In February, 1974 additional vocational programs in automotive mechanics, auto body repair, mechanical drafting, air conditioning and refrigeration, welding, and carpentry and cabinet-

making were approved. Industrial management was approved as a technical program in March, 1974.

Major problems facing Mitchell Community College at this time are lack of special instructional spaces for occupational programs and the traditional problem of the community college—parking.

MONTGOMERY TECHNICAL INSTITUTE
P. O. Drawer 579
Troy, North Carolina 27371

Enrollment in curriculum courses has increased forty percent at Montgomery Technical Institute for each of the past two years. At the present time, 230 students are enrolled in eighteen curriculum programs. Approximately fifty percent of the full-time students receive some financial aid: veteran's benefits, scholarships, vocational rehabilitation, grants, student employment, loans, and MDTA referrals. Each student is counseled concerning financial needs.

Emphasis at Montgomery Technical Institute in continuing education continues to be occpuational education to meet the needs of individuals and the industries of Montgomery County. Most of continuing education is housed off campus in the several communities of Montgomery County. Six centers have been established to provide Adult Basic Educatior instruction for eighty-eight participants. Ninety-eight students have received their high school diplomas through adult high school instruction. Classes have been established to provide consumer education for the elderly. Disadvantaged and handicapped individuals are offered counseling and appropriate training through the Continuing Education Department.

Five staff members, two learning lab coordinators, five secretaries, and thirty-seven full and part-time curriculum instructors are employed to operate Montgomery Technical Institute. In addition, seventy-two instructors teach in the Continuing Education Department. Seven instructors teach Adult Basic Education and nine instructors teach in the Adult High School Program. One librarian maintains library services for all programs.

Montgomery Technical Institute is housed in two buildings: a primary building (located on a site of 3.72 acres) owned by the Board of Trustees, and a secondary building owned by the Mont-

gomery Board of County Commissioners. Both buildings are located in Troy.

On December 13, 1973, Col. Reese Blair and family gave the Trustees of Montgomery Technical Institute seventy-six acres to be used as a site for new facilities. On April 2, 1974, the Trustees petitioned the Montgomery County Commissioners for a bond referendum in the amount of $975,000 to match state monies to build approximately 52,000 square feet of permanent facilities.

NASH TECHNICAL INSTITUTE
P. O. Box 2347
Rocky Mount, North Carolina 27801

Developing an academic program to meet the needs of the citizens of Nash County and planning a unique, yet highly functional new campus have absorbed the attention of personnel of Nash Technical Institute during the biennium.

Despite a lack of space, Nash has added new curricula in tailoring, instrumentation technology, a veterans' farm co-op program, and a "laddered" associate degree in nursing program. The Institute has been able to offer these programs by using its facilities during evening hours.

A comprehensive articulation program has resulted in the highly successful cooperation of the Institute with several community agencies: Talent Search, Employment Security Commission, Nash County Department of Social Services, Edgecombe County Department of Social Services, Veterans Administration, North Carolina Department of Vocational Rehabilitation, Nash-Edgecombe Mental Health Clinic, Nash-Edgecombe Development, Inc., Rocky Mount Chamber of Commerce, ECOS, Marketplace Ministry, and Region L Council of Governments.

As the Institute moves toward the completion of its new buildings, it will be even more dedicated to enlarging its curricula and programs. Groundbreaking ceremonies for the campus were held on January 28, 1974 with the completion date set for March 3, 1975. The master plan developed by the architects envisions an orderly growth of the sixty-nine acre campus in an abstract, geometrical pattern with courts around various educational departments. The campus will be completed in four phases over a twenty-year period, with periodic reviews of the master plan to assure that the structures will meet the needs of a growing, changing com-

munity. The first phase of construction will consist of an academic-administration building to house classrooms, offices, the Learning Resource Center, science labs and business classrooms. A vocational-technical building will house an electronics and instrumentation laboratory with adjoining storage and office facilities as well as maintenance and automotive technology areas, sewing lab, nursing lab classrooms, space for architectural technology and a 125-seat auditorium.

Funds for buildings come from appropriations from the Nash County Board of Commissioners, the State Board of Education, and the Coastal Plains Regional Commission.

PAMLICO TECHNICAL INSTITUTE
P. O. Box 1215
Alliance, North Carolina 28509

Principal activities of Pamlico Technical Institute during 1973-74 were directed toward securing $1.3 million for the construction of a new campus and toward continuing efforts to upgrade the quality of instructional programs. More consideration was also given to long-range planning in order to translate gains of 1973-74 into maximum benefits for all who use the Institute's resources.

Bringing together the funds for construction of a totally new campus represents a significant step forward in the development of PTI. Federal, state, and local funds have been approved as follows:

$500,000 Basic grant from the Economic Development Administration
$300,000 Supplemental grant by the Coastal Plains Regional Commission
$150,000 Bond issue approved by the voters of Pamlico County
$100,000 Additional appropriation by the Pamlico County Board of County Commissioners
$250,000 State matching construction funds

A forty-acre site has been purchased, and construction of the new campus was scheduled to get under way in October of 1974.

In promoting quality instruction, PTI initiated and continues activities such as:

1. A visit by the Southern Association of Colleges and Schools which culminated in PTI's acceptance as a candidate for accreditation.

2. The completion of a comprehensive Outreach Program through which a Pamlico Tech representative visited all homes in the county to identify: (1) handicapped and disadvantaged citizens, (2) clientele aspirations, and (3) other data needed in long-range planning.
3. Continuation of faculty in-service training.

Pamlico Technical Institute is giving increased attention to planning operations which are more consistent with educational needs. In this respect, attention is being given to (a) refinement of the institutional role and delineation of its major objectives, (b) systematic identification of industrial training needs and student aspirations, (c) mobilization of available resources, and (d) formulation of an institutional plan of work providing direction for personnel.

PIEDMONT TECHNICAL INSTITUTE
P. O. Box 1197
Roxboro, North Carolina 27573

Among the many accomplishments of Piedmont Technical Institute during the biennium was an institution-wide reorganization. The administrative and instructional staffs now share the technical, vocational, and general education programs so that there is better communication among both students and staff of all three areas.

An articulation program conducted with the Person County public school system and aided by doctoral candidates from the Leadership Development Program at the University of North Carolina at Greensboro, proved quite successful. Communication was established and provisions were made for the continuous study, evaluation, and improvement of these articulation efforts between both systems.

The institution earned a report of "excellence" from the Visiting Committee of the Southern Association of Colleges and Schools at its annual meeting held in Houston, Texas. The institution has also earned the reaffirmed status of candidate for accreditation and is presently striving for full accreditation.

An achitectural firm has been selected to develop the master plan for the new campus and facilities. The educational specifications for the new facilities were developed with the assistance of every member of the faculty and staff. A ten-year building phase

was generated which will ultimately accommodate 1,500 students. As a community-centered institution Piedmont also includes in its building plans a civic center/recreation complex to serve Person County.

Plans have been completed for the evaluation of faculty performance. Faculty-staff development will be a major emphasis during the coming year. Competency-based instruction will usher in a new era for the students and faculty at the institution.

The institution received approval from the State Board of Education for the following programs: taxidermy, recreation, technology, criminal justice-protective services technology, mechanical drafting, and industrial maintenance engineer.

PITT TECHNICAL INSTITUTE
P. O. Drawer 7007
Greenville, North Carolina 27834

Pitt Technical Institute has enjoyed continued growth and progress during the past two years. Curriculum enrollment at the institution has grown from 779 in the fall of 1971 to 1057 in the fall of 1973. Also during this period Pitt Technical Institute added general office technology, heating, refrigeration and air conditioning, electrical installation and maintenance, carpentry, and operating room technology to its curriculum offerings and gave approval to associate degree nursing and welding. Total programs now number eighteen technical curricula, nine vocational curricula and five special programs.

During these two years, the institution completed a self-study and was re-accredited by the Southern Association of Colleges and Schools and the State Board of Education.

Another accomplishment of Pitt Tech has been the organization and establishment of the Pitt Institute Foundation, Inc. This new corporation should broaden the base of financial support for the institution.

A building project of $381,000 has been approved at Pitt Technical Institute to add additional space to a current building. This space will be a combination of instructional and student services area.

The major problem faced by Pitt Tech over the past two years is continued lack of facilities. Although a small building project was approved, the real physical needs of the institution remain

unmet. Physical expansion, therefore, remains the top administrative priority at Pitt Technical Institute.

RANDOLPH TECHNICAL INSTITUTE
P. O. Box 1009
Asheboro, North Carolina 27203

During the biennium, Randolph Technical Institute emphasized the analysis and upgrading of all services offered. As a result:

1. Course objectives were developed for all degree-diploma programs.
2. Appropriate extension programs are being evaluated in continuing education units.
3. Student services personnel and programs have been expanded.
4. Follow-up data on sixty percent of all graduates have been compiled.
5. Gathering data has been systematized for public school students' career interests and RTI graduates' employment needs.
6. Continuing education has expanded, particularly its teacher certificate renewal programs; prison, law enforcement, GED, school food service, human resource development, and new and expanding industry programs.
7. Articulation programs (including both students and staff) between public secondary schools and RTI have expanded.

During this biennium, Randolph Technical Institute has added the sophomore year of general education through contractual agreement with the University of North Carolina at Greensboro. In addition, evening credit program offerings have added a certificate program in industrial mechanics as well as degree-diploma programs on a part-time basis.

Facilities have been expanded by a 16,000 square-foot classroom and laboratory building. Continuing education facilities on campus have been increased by two multi-purpose metal buildings totaling 3600 square feet.

Randolph Technical Institute received during the 1972-73 school year full state accreditation by the State Board of Education.

For the past two years, the Institute has participated in the

Visiting Artist Program. Although this program has reached much of the citizenry of Randolph County, it has also provided an opportunity for the services of the Institute to be enjoyed by public school students, who otherwise are not eligible for the services of the Institute.

Major problems encountered during the previous two years include: inadequate facilities, inadequate local funding particularly in capital improvements, and inadequate state funding to bring personnel salaries in competitive range with other technical institutes and community colleges in the Southeast.

RICHMOND TECHNICAL INSTITUTE
P. O. Box 1189
Hamlet, North Carolina 28345

A profile of Richmond Technical Institute, drawn over the past biennium, reveals several high peaks of attainment, blunted only by the problems resulting from some of these accomplishments.

For instance, the Institute will be physically overburdened by fall, 1974 because of an enrollment increase during the past two years. Contributing to this has been the initiation of two popular new curricula and the establishment of evening curriculum courses. With the launching this fall of two more new curricula (including the triple option criminal justice-protective service technology program), classroom and lab space will be at a premium despite an 8 a.m. to 10 p.m. schedule. Although plans are under way for an additional building, available construction funds are inadequate.

Lack of funds for student aid continues to be a problem. Despite the modest tuition charge, many deserving students find it difficult to meet the expense of attending school and, unfortunately, not enough funds are available for all needy students.

Other accomplishments during the biennium have not resulted in concomitant problems. These include:

1. Continued outstanding success of a tutorial program financed by a $100,000 federal, grant for a consortium coordinated by RTI. This program, using peer and professional tutors, has resulted in passing (or better) grades for about seventy percent of the students involved.
2. Completion by RTI instructors of two special projects de-

veloping innovative teaching methods in math and drafting.

3. High community involvement in "Richmond County Directives," a lecture-discussion series featuring experts in areas ranging from the modern family to human relations. This county-wide project was funded by an $8,000 Humanities grant to RTI from the N. C. Committee for Continuing Education in the Humanities.
4. The Learning Resources Center expansion with the addition of 3500 books and 200 pieces of audiovisual materials.
5. The Institute's accreditation reaffirmation by the Southern Association of Colleges and Schools for a ten-year period, and also State Board of Education accreditation.
6. Cooperation with the community school programs in Richmond and Scotland Counties, in providing 129 courses for 1,624 adults.

The energy crisis caused enrollment in Continuing Education classes to drop during the winter quarter. Normally, Continuing Education enrollment is higher in winter quarter than any other time of the year.

ROANOKE-CHOWAN TECHNICAL INSTITUTE

Route 2, Box 46-A
Ahoskie, North Carolina 27910

Roanoke-Chowan Technical Institute has continued its efforts to meet the needs of the people in the Roanoke-Chowan area. New programs have been added and the growth of its student body has been steady. The growth from 1971 to 1973 was from 627 FTE to 886 FTE, an increase of over forty percent. The number of people enrolled in one or more courses in 1973-74 was 6,517.

New programs added since 1972 include a special reading program, early childhood specialist, and air conditioning, heating and refrigeration. A new veterans cooperative farm program is planned for the winter quarter.

Construction of new buildings is scheduled for completion in May of 1975. These will include a 41,420 square-foot multi-purpose building and a 10,500 square-foot industrial arts building. A master plan for complete development of buildings and grounds has been prepared.

The major accomplishment in the area of instruction has been

the development of individualized instructional programs. An educational development officer and a media specialist have been employed to lead in the development of this program.

The Continuing Education and Special Program Departments have pioneered in the development of a community leaders program.

Problems that remain unsolved include: (a) inadequate transportation for students; (b) inadequate financial aide for students; and (c) a salary scale for staff and faculty competitive with the North Carolina public schools as well as with the community colleges and neighboring states.

ROBESON TECHNICAL INSTITUTE
P. O. Drawer A
Lumberton, North Carolina 28358

In the fall of 1965, Robeson Technical Institute began with twenty students in the old Barker Ten Mile School. In 1972-73, the Institute had an unduplicated headcount of over 5000 students. A seventy-acre campus with a new complex of seven buildings was opened during the biennium. These facilities were made possible by grants from the Economic Development Administration, the Coastal Plains Regional Commission, and Robeson County. The expansion is still inadequate to meet present needs.

Robeson County, one of the poorest counties in the state, has a population of black, white, and Indian races, approximately one-third each race. Program offerings have been built around the needs for skilled labor in the area. In order to alleviate the loss of farm opportunities, Robeson Tech has emphasized with marked success the one-year building trades programs. The county ranks third in the state in new industries moving into the area.

Today, the Institute offers twenty-four major programs, with thirteen of them leading to the Associate in Applied Science degree. Currently there are 105 programs in Occupational Extension and Enrichment Education. In addition, the school provides Adult Basic Education, Adult High School Education, Fire and Rescue Training, and New Industry Training. Basic education, along with such skill training as sewing machine mechanics, is offered the inmates at the local prison unit.

ROCKINGHAM COMMUNITY COLLEGE
Wentworth, North Carolina 27375

Rockingham Community College, through both curriculum and continuing education programs, served more than 12,000 people in 1972 and 1973. Although headcount showed an increase during some quarters, full-time equivalent enrollment dropped slightly.

Accomplishments of the biennium include:

1. The College has been instrumental in the establishment of a closer relationship with the high schools in the county in the departments of English, mathematics and business.
2. The P.E.O.P.L.E. program, designed to assist the unemployed and the underemployed appears to be successful and is growing in scope and effectiveness.
3. A Management Awareness Program, in cooperation with local industries, has been established to help industrial personnel, such as managers and first-line supervisors, deal more effectively with the people they supervise.
4. Programming through the Whitcomb Student Center has provided students and area residents with a variety of experiences through visiting lectures, concerts from rock to Renaissance, and competition tournaments in chess, pool, bridge, etc.
5. The Visiting Artist Program has resulted in increased opportunities in music and in public relations for the college community and Rockingham County.
6. Plans for the new administration building are complete and construction was scheduled to begin in June, 1974.

Some of the problems the College faces are:

1. Salaries for faculty and staff are still inadequate.
2. Insufficient classroom and administrative space will remain a problem until the administration building is completed.
3. Student participation through elected committees and representative officers remains less than ideal.

Rockingham Community College continues its efforts to meet the needs and interests of the surrounding community by providing educational opportunities for all its citizens.

ROWAN TECHNICAL INSTITUTE
P. O. Box 1555
Salisbury, North Carolina 28144

Considerable effort has been put forth this past year at Rowan Technical Institute to improve the quality of instruction. This has been done through completion of a self-study, faculty development, reorganization of some instructional programs, improvements in instruction, additions to instructional equipment, and faculty evaluation.

A self-study to meet the requirements of the Southern Association of Colleges and Schools for reaccreditation was completed in December, 1973. A SACS committee visited the campus in March, 1974. The activities of this self-study have been very beneficial as a self-assessment tool.

Advisory committees have been active throughout the year. Curriculum development, equipment, space requirements, the quality of instruction, and the recruitment of students have been major topics of concern. There is an advisory committee for each curriculum. In some specialized areas committee membership reaches beyond local and state boundaries. The expertise of the committee members from out-of-state brings an extra dimension to the committees. The continuing education section has expanded its advisory committees, reaching a wider segment of the service area.

Long range plans continue to be examined, and these plans are carried out as funds become available. Two new allied health programs, radiologic technology and dental assistant, will be starting in the fall, 1974.

Extension branches have been opened in downtown Kannapolis and in Spencer in addition to the original Concord branch, which has been in operation for some six years. Occupational extension, adult high school and adult basic education classes are being taught during both evening and day hours at all three locations.

Information going to prospective students and the community has been increased. Radio, television, and newspaper ads have been used along with personal contacts in high schools. Veterans have enrolled in unprecedented numbers.

The Human Resource Development Program, which the Institute calls *Talent Search*, has been a significant success. Through special funding, Rowan Tech has been able to enroll thirty-nine individuals; of this number twenty-two are now employed with a reasonable prospect of remaining employed. The uniqueness of

this program has expanded the Institute's role in reaching a segment of the population which, under traditional funding, could never have been reached.

Plans are complete for a $3 million building expansion which will double the facilities space on the campus.

SAMPSON TECHNICAL INSTITUTE
P. O. Drawer 318
Clinton, North Carolina 28328

During the biennium, 1972-74, Sampson Technical Institute experienced greater growth than in any other period of its history. The total curriculum enrollment increased from 451 FTE in 1972 to 680 in 1974. A total of 5,467 students in 1974 were served by the curriculum, Adult Basic Education, and Continuing Education divisions, as opposed to 2,230 students in 1972. The growth in enrollment between 1972 and 1974 can be attributed to the expanded services offered to the citizens of Sampson County through new technical and vocational programs and greatly broadened programs in Continuing and Adult Basic Education. To handle the dramatic increase of students, the Institute now employes ninety-six full-time faculty and staff and over one hundred part-time faculty members.

Innovation in instruction has been evident in the educational offerings at Sampson Technical Institute. These innovations have ranged from individualization of instruction in certain courses to the establishment of cooperative work experiences in some curricula. All innovations have been aimed at gearing instruction to individual student needs and making instruction more relevant to the world of work that students will enter.

Further evidence of innovation is the federal support received for special projects in such areas as nursing education, a systems approach to instruction, cooperative education, tutorial service, and career planning for students.

The campus of Sampson Technical Institute grew significantly during the 1972-74 period. Sixty acres of land were purchased for the construction of buildings on a new campus; the voters of Sampson County passed a $500,000 bond issue in support of building a complete new facility; and, in August, 1974, the first building (trades and industry) on the campus was dedicated. In October, 1974, construction on one of the three main campus buildings, costing $1,050,000, will begin.

231

SANDHILLS COMMUNITY COLLEGE
P. O. Box 1379
Southern Pines, North Carolina 28387

The time frame, 1972-74 marked the tenth anniversary of Sandhills Community College. That tenth anniversary was duly celebrated on December 4, 1973 with former governor Terry Sanford as the featured speaker.

For the first time in the College's history, occupational students outnumber college transfer students at Sandhills. New technical programs were initiated in banking and finance, textile management, and journalism. The first classes graduated from the medical laboratory technology and carpentry programs, and a second graduating class completed the practical nurse education program.

Full enrollments continue in more established programs, also. The associate degree nursing and landscape gardening programs receive more applicants than can be enrolled. Continued high enrollments were realized in the business programs, and young, attractive programs, like architectural and civil engineering technology, gained additional stability.

The instructional program was strengthened by the initiation of a formal tutorial program coordinated by a full-time staff member. Additional para-professional staff members were added to assist in the institution's thrust toward individualized instruction.

Evaluation of staff and faculty was an important issue throughout the year. A formal system of evaluation was completed to provide for more thorough evaluation at all levels.

The College was fortunate in receiving two sizable and important private gifts. One gift will result in a much-needed new building.

Space for classrooms, laboratories, and offices is the number one need of the institution. State money for matching federal student assistance grants and for plant operation and maintenance continue to be critical needs.

SOUTHEASTERN COMMUNITY COLLEGE
P. O. Box 151
Whiteville, North Carolina 28472

During the past two years, Southeastern Community College's

emphasis has continued to be on providing and improving learning experiences. A number of faculty members have developed individualized instructional packages. The reading program has been reorganized and made a part of freshman English for every student. The math department has revised its instructional program to take maximum advantage of its newly acquired calculator, a sophisticated instrument that performs like a computer and allows for instruction in computer languages and functions. The humanities faculty has spent a very busy time hosting a number of exciting campus visitors made available through the international studies grant. The science program continues to attract an unusually large number of students. The SCC choral group has had the unique distinction of appearing before a national television audience in Disney World, and the Art Department is constructing a sundial to add distinction and beauty to the campus.

The veteran's farm program has been very successful in attracting approximately seventy-five veterans. Auto mechanics is revising its curriculum and methodology. Special programs in power sewing, developmental studies and adult high school continue to serve many students. Occupational curricula now total thirteen technical programs and seventeen vocational programs. New curriculum programs are police science technology, general office technology, carpentry, electrical installation and maintenance, masonry and plumbing and pipe-fitting. Students continue to report successful placement in senior institutions and jobs.

Although college parallel enrollment seems to be leveling off after a temporary drop, occupational and adult education continue to grow, with occupational education producing about fifty-five percent of the institution's FTE. Approximately 1,000 credit students and 1,700 non-credit students attend the College each quarter.

Professional development of staff and faculty continues to receive much emphasis. In-house workshops as well as state and national conferences have been attended regularly by personnel in an attempt to learn how to carry out responsibilities better.

Other activities and experiences sponsored by the College over the past two years have included ten fine arts presentations featuring traveling guest artists, six active student organizations, three active student publications including the *Ram's Horn*, the student newspaper; *Aries I*, the student literary magazine; and *Ramblings*, the yearbook.

Many special presentations and activities by students, such as the annual cosmetology show, the annual SCC chorus presenta-

tions, the annual Miss SCC event, award's day, homecoming, clean-up day, and a conference championship basketball team have highlighted these activities.

SOUTHWESTERN TECHNICAL INSTITUTE
P. O. Box 95
Sylva, North Carolina 28779

Emphasis during the 1972-74 biennium has been on maturing of services and programs at Southwestern Technical Institute.

New programs were initiated in vocational instruction, business administration options in industrial management and marketing, environmental science, and early childhood specialist training was begun with over one hundred students enrolled from five surrounding counties. Vocational courses were expanded in carpentry, masonry, and auto mechanics to provide more comprehensive job training. Part-time enrollments have increased 136.5% during this period and appear to hold the most potential for continuing growth and expansion. Average FTE in all categories has increased 11.3%. Extension is operating in three counties in cooperation with public school systems, the Cherokee Tribal Council, and other service organizations. The library collection has almost reached maximum size for the facility with 11,723 volumes at present and additional volumes being added weekly.

Support services of the institution are also maturing. The student services staff has added a veterans' service coordinator and a recruiter-counselor. Financial aid for students increased during the period from $57,850 to $95,500. It is significant to note that the institution's first financial aid officer is a young lady who received her high school equivalency certificate and associate in applied science degree in secretarial science from the institution before assuming her present position.

Students now serve on all standing committees of the institution and have a very active Student Government Association, as well as several special interest organizations and activities.

The Business Office has increased its efficiency with the addition of a validating machine and the adoption of an up-dated accounting system, set up with the assistance of the state auditing staff.

Planning and development services have been basic to the completion of a long-range plan. Several in-depth studies and data

gathering activities have contributed to the basic data necessary for the long range planning function. The institution is in the third year of a highly successful research and development consortium with seven other community college institutions in the region.

A third building has been added to the campus, but the overriding problem still is inadequate space and equipment.

STANLY TECHNICAL INSTITUTE
621 Wall Street
Albemarle, North Carolina 28001

An imaginative and comprehensive array of activities at Stanly Technical Institute has benefited the citizens during this last biennium. Significant landmarks have been made in campus planning, additional curricula, expansion of noncredit programs and general identity of the institution. With the fine work of staff and the continued strong support of the county and state, educational opportunities have a bright future in Stanly County.

The main problem facing Stanly is planning and building facilities fast enough to accommodate growing enrollment. Since the inception of the institution, the staff and faculty have increasingly focused attention on the need for a new campus. Funding for a proposal was realized in July of 1972 and 1973 from both state and county sources. Presently, the construction of a million dollar multi-purpose and shop facility is under way, and should be ready for occupancy by August of 1975.

Enrollment both in extension and curriculum programs has forged ahead. In the spring quarter of 1973-74, Stanly Tech had 921 FTE students. Based upon the present projections, Stanly Tech should achieve an average annual FTE of more than 1,000 by July, 1975. Also, considerable progress has been made in identifying candidates for the high school diploma program. More than 200 persons have earned this diploma during the past two years.

Several new curricula have been initiated as a result of both community involvement and feasibility studies. General education, (in cooperation with Pfeiffer College) respiratory therapy, journalism and surveying are new programs to be offered for the first time in the fall of 1974. Other programs are under study to fill the critical gaps in the delivery of services.

The support by the County Commissioners and the state has been enthusiastic in developing Stanly Tech, the last chartered institution of the Community College System. Continuous upgrading of staff is under way and presently a staff and faculty of forty-five operate the Institute.

SURRY COMMUNITY COLLEGE
P. O. Box 304
Dobson, North Carolina 27017

The most obvious mark of Surry Community College's growth during the 1972-74 biennium is the building program. In September, 1972, citizens of Surry County voted a $1 million bond issue for expansion, and $386,000 in additional funds were approved by the State Board of Education and the Appalachian Regional Commission. Construction is well under way on a classroom building scheduled for completion in October, 1974 and a vocational-technical building in June, 1975. The six buildings are to complete the campus complex valued at $3½ million; they occupy a one hundred-acre site in the town of Dobson.

During the biennium students and staff participated in an institutional self-study for re-accreditation by the Southern Association of Colleges and Schools. The study not only improved communications, but also served as an impetus for new courses and programs. In December, 1973 the Southern Association reaffirmed the institution's accreditation, and in March, 1974 the College was accredited by the State Board of Education.

Average enrollment was 1,400 students per quarter in curriculum programs during the 1973-74 school year. A recent editorial in a local newspaper pointed out that despite the fuel crisis, the thirst for knowledge in Surry County continues. The interest and demand of the public in educational advancement continues to be a most encouraging signal to the College, and, in turn, Surry's most immediate concern is reaching its people.

The major challenge facing Surry Community College and the community is long-range planning for better use of land and resources, and improved recreation, education, law enforcement, and citizenship.

TECHNICAL INSTITUTE OF ALAMANCE
411 Camp Road
Burlington, North Carolina 27215

Following a favorable vote on a bond referendum, Technical Institute of Alamance completed plans, took bids and let contracts for a new building. However, a shortage of federal funds and rising construction costs have complicated completion of overall plans.

The bids were sixty-two percent higher than the projected cost per square foot. Knowing the dilemma of TIA officials, the Alamance County Board of Commissioners underwrote the difference required to construct the new school, and authorized a second bond referendum. Consequently, TIA officials were able to let the contracts, and construction is now under way. TIA also received an interest grant through the Atlanta office of Health, Education, and Welfare, which will be awarded annually for the twenty-five year period of the bonds.

New curricula were developed and adopted in early childhood education, accounting, transportation, and industrial engineering technology.

The faculty and staff undertook a self-study during this period. TIA received word in December, 1973, that the Southern Association of Colleges and Schools voted to re-affirm accreditation of the Institute.

TRI-COUNTY TECHNICAL INSTITUTE
P. O. Box 40
Murphy, North Carolina 28906

During the biennium of 1972-74 the amount of new building space increased by 16,800 square feet. Another 17,973 square feet in two other buildings has been completely renovated, bringing two other existing buildings up to acceptable standards.

The campus acreage has been increased from three to fifty-four acres, with an option to purchase an additional seventeen acres adjoining the present campus. The development of this acreage for its planned use has not yet been realized.

During this biennium, enrollment has increased approximately

sixty-nine percent. A total of 268 students completed the twelve vocational and technical programs, and 103 individuals have received their high school equivalency diploma. Weekly average enrollment for the continuing education courses has been approximately 600. Enrollment in general education courses has increased about thirty percent.

The Institute became a candidate for accreditation with the Southern Association of Colleges and Schools at its 1973 annual meeting. Progress has been made toward state accreditation.

Local financial support remains a problem. Although the operating budget has increased about sixty percent, it is insufficient. The lack of permanent, suitable facilities is hindering the satisfactory development of Tri-County Technical Institute.

VANCE-GRANVILLE TECHNICAL INSTITUTE

406 Chestnut Street
Henderson, North Carolina 27536

As the primary source of technical and vocational education for Vance, Granville, Warren, and Franklin Counties, Vance Granville Technical Institute has experienced steady growth during the biennium. In October of 1972, the citizens of Vance and Granville Counties voted bond issues of $1,275,000 and $625,000 respectively for construction of a new campus for the Institute. Concurrently, Vance and Granville Counties agreed to share operating and construction costs for the institution on a 75-25 basis, Vance County being the main support. The name of the school was then changed to Vance-Granville Technical Institute.

The new campus for the Institute will have four buildings; an administrative-classroom building, a student commons-learning resource center-classroom building, and two technical-vocational buildings. There will be a total of 93,711 square feet of space for instructional and administrative purposes. The campus will be located on a site roughly equidistant between Oxford and Henderson in Vance County.

The new campus will also allow further expansion of new programs started since the summer of 1972. These include industrial management, career development services, cooperative education, criminal justice, and recreational therapy. Over 1500 curriculum students are expected to attend the school by 1980.

118

Construction of the new campus will also remove the final barrier to full accreditation with the Southern Association for Colleges and Schools. Vance-Granville Tech is presently on correspondence status with the accrediting agency.

The main problem encountered by the Institute in the past two years is lack of money for the purchase of up-to-date equipment. Many of the devices used in teaching vocational subjects (welding, electronics, auto mechanics, etc.) are becoming obsolete as new machines come into accepted use in industry.

WAKE TECHNICAL INSTITUTE
Route 10, Box 200
Raleigh, North Carolina 27603

The Board of Trustees of the Institute directed that the name of W. W. Holding Technical Institute be changed to Wake Technical Institute effective September 1, 1974.

New programs begun during the biennium include: heavy equipment mechanics, plumbing, and police science. An associate degree in nursing program operating on the "career ladder" concept was offered for the first time during the 1973-74 year with excellent results. Rounding out the new offerings are the sheet metal apprenticeship and the new industry training programs for Tipper Tie and Square D, two new manufacturers in the County.

In addition to accreditation from the State Board of Education and the Southern Association for Colleges and Schools, the Institute is accredited for engineering technology curricula by the Engineer's Council for Professional Development.

Enrollment stabilized in fall, 1973 at 1360 students. Although this is the same number that enrolled in 1972, there has been a significant shift from part time to full-time students.

Forty-two acres of land were recently purchased, expanding the main campus to 76.64 acres. Two buildings adjacent to Wake Memorial Hospital were dedicated by the Wake County Commissioners for the expansion of health occupations programs. A new $379,765 power mechanics laboratory was scheduled for completion in late summer, 1974, and a $965,000 student affairs building will be ready in late 1975. Additional office space was added by constructing a roof over an open court area in the center of Holding Hall.

WAYNE COMMUNITY COLLEGE
P. O. Drawer 1878
Goldsboro, North Carolina 27530

Since its origin in 1957 as Goldsboro Industrial Education Center, Wayne Community College has grown from an evening school with forty-seven part-time students in four diploma programs to an institution with 1600 full-time and 300 part-time students in twenty-five degree and diploma programs.

The faculty and staff of Wayne Community College for 1973-74 comprised forty-seven instructors with Bachelor's Degrees or less, fifty-three with Master's Degrees and six with Doctorates. The administrative and support staff numbered seventy-four.

The campus occupies a fifty-five acre site with seven buildings containing 90,000 square feet of space for offices and classrooms. The College has purchased a 125-acre site to accommodate the rapid growth of students and additional required space for technical and vocational programs.

The Administration Building presently houses administrative offices, including the Student Personnel Office, and the Learning Resource Center as well as classrooms and laboratories. Four small classroom buildings contain the nursing programs, watchmaking, general purpose classrooms and the student bookstore. The newest structure, a two-story building, accommodates science laboratories, language and art labs, faculty offices, and several classrooms. The Student Union makes up one wing of "B" Building which also houses the Business Department, drafting and design, automotive, auto-diesel, welding, and a number of classrooms. The aviation programs are conducted at the Goldsboro-Wayne Municipal Airport.

WESTERN PIEDMONT COMMUNITY COLLEGE
1001 Burkemont Avenue
Morganton, North Carolina 28655

The 1972-74 period of Western Piedmont Community College was characterized by a general stabilization of curriculum programs and an expansion of continuing education and community services activities. The curriculum program stabilization enabled the College's faculty and staff to focus attention on program quality improvement rather than on the demands of the rapid growth rate that characterized the early years of the College. The Col-

170

lege's effort in fulfilling goals and objectives was enhanced by the improvement of services to students and the community at large. Furthermore, the reputation and image of the College in the community, among employers, industries, and senior institutions, flourished during this period. An increased pace of activities occurred in the areas of long-range planning, institutional research, and cooperative faculty-staff studies of institutional improvement. The Western Piedmont Foundation continued its efforts toward building and endowment and, in addition, launched a successful fund-raising drive to provide the College with needed field-trip vehicles and other items. During the 1973-74 school year, a new campus lake and outdoor physical education courts were completed and planning was initiated to provide much needed physical plant expansion.

Of major concern to the College are the following:

1. improvement of faculty and staff salaries
2. provision of additional physical facilities
3. systematization and improvement of planning, development, institutional research, and evaluation of instructional and management systems.

WILKES COMMUNITY COLLEGE
P. O. Drawer 120
Wilkesboro, North Carolina 28697

In the interest of articulation five community schools are in full operation in two of the three counties of the College's administrative area, with plans to establish schools in the third county. University classes are bringing courses leading to the Bachelor's Degree to the people of Wilkes nightly on the main campus of WCC. Training programs for public school personnel are in progress in food service management, OSHA training, articulation in English, and counseling services. Consortial activities with thirteen sister institutions and Appalachian State University have increased activity in several areas of concern.

The need of additional facilities for vocational, trade and technical programs and physical education has been established; construction of outdoor tennis courts, practice greens, and a quarter-mile track has begun; rough grading for the sites of the three projected buildings is well under way.

The new program of the counselor-associate has begun with tremendous success. The early childhood specialist program progressed so much that six full-time instructional personnel were employed for day care center training in several counties. Limitations of spaces for one-year vocational programs curtailed some offerings. FTE enrollment in evening programs now equals daytime FTE.

In preparation for re-accreditation the College was visited by committees from the Southern Association of Colleges and Schools and the State Board of Education.

Fifteen members of the College staff are well into doctoral programs at several universities. Several additional members of the instructional staff have availed themselves of the opportunity to participate in the Educational Specialist program conducted on the College campus by the regional university. In addition, staff development programs have been initiated in the several divisions of the institution as a result of findings in the self-study and consortial activities.

WILSON COUNTY TECHNICAL INSTITUTE
P. O. Box 4305, Woodard Station
Wilson, North Carolina 27893

Wilson County Technical Institute has operated on a management by objectives approach, which has produced rewarding returns over the past two years.

Additional funding has made several new educational items possible. A JOBS for Disadvantaged Program was initiated, placing ninety-three percent of Wilson graduates in jobs. A special services tutoring and counseling program for students with academic deficiencies has been established, and additional audiovisual equipment and a microfilm system were purchased for drafting and design, radio communications, and heavy equipment operators.

In expanding its educational services, Wilson Tech has begun a general education curriculum, which is accepted at seven four-year institutions. A new diesel and auto mechanics program offers a second year option for advanced and specialized training, and an agricultural and mechanization program has been added especially for veterans.

Continuing education programs added rotating units for adult

high school programs on campus, in Elm City and at Speight Middle School. A series of courses in the care of handicapped children, and a new ceramics lab as well as the more established courses in home improvements, citizenship, and arts and crafts, round out the continuing education program. Wilson County Tech also specializes in OSHA, fire service, hospitality, and law enforcement training, and has become the center of the East for this type of training.

Fund accounting has been adopted and an NCR 399 Computer installed by the Business Office to streamline the data flow. Also a central registration center manned, eight hours a day to provide counseling, information, and registration service, was installed.

ADMINISTRATIVE PERSONNEL
DEPARTMENT OF COMMUNITY COLLEGES

State President's Office

Ben E. Fountain, Jr., State President
Robert G. Smith, Assistant to the President
Russell T. Clay, Assistant to the President
Mrs. Helen Dowdy, Administrative Assistant to the President

Institutional Services

Parrott, J. Reid, Jr., Vice President for Institutional Services
Battle, Hugh E., Jr., Associate Vice President
Ray, Jeannette, Administrator for Budget Control
Hinton, C. Eugene, Director of Equipment & Media Processing & Control
Melton, Mrs. Vera B., Associate Director of Media Processing
Allen, Mrs. Ortha Lee, Librarian
Doyle, Mrs. Pamela B., Librarian
Johnson, Walter A., Assistant Director of Excess and Federal Surplus Property
Mashburn, Woodrow, Assistant Director of Equipment Transfer
Woodard, Mrs. Sue, Assistant Director of Equipment Inventory
Richards, Lyndon C., Coordinator of Equipment Inventory
Outland, Vincent C., Assistant Vice President
Albano, Philip, Director of Facility Planning
Duckett, Mrs. Nancy, Director of Publications and Information
Mosley, Mrs. Jane, Coordinator of Broadcast Programs

Planning and Policy

Holloman, Charles R., Vice President for Planning and Policy
Tollefson, Terrence A., Associate Vice President
Wingfield, Julian, C., Director of Operations Research and Information
Mauney, Mrs. Faye, Statistical Analyst
Harris, Daniel P., Coordinator of Student Reporting
Allred, Marcus D., Coordinator of Federal-State Relations
Morgan, Marsellette B., Associate Vice President
Lewis, Sulou R., Coordinator of Visiting Artist Program

Student Personnel and Program Resources

Southerland, Isaac B., Vice for Student Personnel and Program Resources
Porter, G. Herman, Associate Vice President
Richardson, James A., Coordinator of Institutional Evaluation
Carter, Joseph B., Director of Educational Resources
Andrews, Carol V., Assistant Director Libraries and Learning Laboratories
Herman, Kenneth S., Assistant Director Audiovisual Resources
Pugh, William F., Artist Illustrator
Jefferies, Raymond L., Jr., Director of Student Personnel Services
Ellerbe, James H., Director of Staff Development
Small, Hazel C., Education Training Specialist
Williams, Thomas E., Education Training Specialist
Hamlett, James H., Education Training Specialist

Educational Programs

Wilson, Edward H., Vice President for Educational Programs
Bevacqua, Anthony J., Associate Vice President
Anderson, Bobby L., Director College Transfer and General Education
Oleson, Kenneth S., Director Occupational Programs
Worthington, Roger G., Director Program Development
Eller, Mrs. Vercie M., Assistant Director Health Programs
Overton, Ruby Jean, Assistant Director Business Programs
Gourley, Frank A., Jr., Assistant Director Engineering Programs
Fuqua, Larry W , Assistant Director Vocational Programs
Hudson, Coy L., Assistant Director Special Programs
Ross, Frankie, Library Assistant
Barrett, Charles M., Associate Vice President
Sturdivant, Joe E., Director Industrial Services
Moore, Donald J., Assistant Director Management Development Programs
Wiles, John F., Coordinator Industrial Training
Green, Michael J., Coordinator Instructor Development
Dudley, Thomas R., ABE Coordinator
Underwood, Florence, ABE Consultant
Roberson, Larry C., GED Administrator

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 18 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

125

Delamar, Ned E., Director Specialty Programs
Miller, Hal M., Director Hospitality and Seafood Occupations
Phillippe, D. Keith, Director Fire Service Training
Ipock, Fred P., Coordinator Fire Service Training
Stevenson, Robert M., Director Law Enforcement Training
Strother, Ralph J., Coordinator Traffic Service Training
Abernethy, William A., Supervisor Forensic Science
Faircloth, Odell, Director, CETA
Malone, Charles, Inventory Coordinator